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Abstract

The article examined the factors promoting teacher job satisfaction in rural secondary schools in Murang'a South District. Descriptive survey design was used to carry out the study, while the research instrument comprised questionnaires, interview schedules and observation. Both stratified and simple random samplings were employed to select schools and teachers, while purposive sampling was used to sample principals and their deputies. The purposive sampling was used to collect data from interviews. The sample size comprised of 12 principals, 17 deputy principals and 127 teachers. Data were analyzed using descriptive and inferential statistical methods. The results showed the main sources of teacher job satisfaction are the satisfaction of working with students collaboratively with colleagues and achieving personal professional growth. The study concluded that teachers' dissatisfaction with pay, advancement in career, poor working conditions, lack of essential facilities, contributed to the teachers' intention to leave the teaching profession and the desire to seek transfer to better places. Teachers felt that they are discriminated against in the award for hardship allowances, underpaid and made to work in insecure conditions where the parents and community paid less attention to their dignity and self-esteem. The study recommended that the Ministry of Education should maximize teacher satisfaction and minimize dissatisfaction not only for the benefit of teachers but for the sake of students as well. This therefore calls for teachers' unions namely; KUPPET and KNUT to be vigorous in agitating for teachers' demands that lead to job satisfaction.

Keywords: *Demographic factors, Job factors, Job satisfaction, Secondary Schools in Murang'a South District, Kenya*

1.1 Background of the study

Satisfaction with teaching, as a career is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement. According to Kibera and Kimokoti (2007), the teaching activities of the teacher have by far the greatest importance in the school organization. This calls for constant improvement of the competence, morale and enthusiasm of the teachers in the ever-changing school's internal environment. Understanding factors that contribute to teacher job satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system. Orodho (2004) argued that one clear way to attract the best brains into the teaching profession is by offering better terms of service especially better remuneration, better working conditions and remove any element that would hurt the status and lower the morale of teachers. Okumbe (1998) further recommends that there should be a clear scheme of service and promotion procedures and that measure should be taken to achieve greater commitment to teaching through changes in the teaching environment. Factors influencing job satisfaction can be grouped into two areas; those promoting satisfaction and those inhibiting satisfaction. A variety of factors have been associated with teacher job satisfaction.

Commonwealth Secretariat (1993) linked teacher job satisfaction with some key school management factors such as, sound teaching and learning, functional school organization, good personal relations, effective guidance and counseling, supervision, motivation of teachers, effective leadership and continuous monitoring and evaluation. Factors inhibiting teachers' job satisfaction include, demanding schedules, curriculum they had no hand in creating, classroom management problems, and working for long hours, clerical routines, community projects, inadequate salaries, unsatisfactory buildings and equipment (UNESCO, 1993). Teachers serving in rural communities in Africa experience particular challenges. Physical conditions brought about by poverty, lack of access to transportation, cultural or educational facilities (Du Plessis, 2014). Recreation and opportunities for enrichment and personal advancement are often limited relative to those available in towns and cities. Teachers may feel isolated, especially if they are from the outside or if there is a wide educational gap between themselves and the local community. Community poverty presents significant challenges to teachers in under-resourced schools, ranging from the social problems that often attend impoverished communities to stringent limitations on school funding (Abebe & Woldehanna, 2013). This means that schools serving poor rural communities face new barriers to retaining qualified teachers as they also have greater flexibility to move to better jobs within the school system.

2.1 Research Methods

Descriptive survey was used in this study to collect information about teachers' attitudes, opinions, habits or any social issues that promote their job satisfaction. This design enabled the researcher to collect data using questionnaires, interview guides and observation. The participants in the study consisted of teachers, deputy head teachers and principals of secondary school teachers in public secondary schools in Kandara Division, Murang'a South District, Kenya. The target population of the study comprised of principals, deputy principals and teachers from 20 selected secondary schools that had teaching staff strength of more than 15 employees. The researcher targeted a sample size of 200 participants who were stratified and randomly selected. A maximum of 10 teachers with at least a principal and deputy principal from each selected school participated in the study. Data was analyzed using both qualitative and quantitative procedures and through the aid of Statistical Package for Social Sciences (SPSS) software version 22.0.

3.1 Research Findings

This study analysed the factors promoting job satisfaction among teachers in rural secondary schools in Murang'a South District. Issues of teacher management broadly encompass the relationship between training, recruitment, deployment and remuneration (in relation to the total workload) on the one hand and instructional quality on the other, (MOE 2007). This section therefore dealt with the question; what is the rate of teacher job satisfaction in relation to occupation, teaching related matters, working conditions and interpersonal relationships?

3.2 Descriptive Analysis

3.2.1 Occupation Related Matters

Level of satisfaction on occupation related issues was measured through five composite variables, namely; salary/remuneration, posting and transfer, students' admission and on the attitudes of parents and community towards education. The results of distribution of rate of satisfaction by teaching occupation is presented in Table 1

Table 1: Distribution of rate of satisfaction by teaching occupation

Occupation related matters	Mean	Standard Deviation
Salary/remuneration	1.72	0.870
School decision making	2.38	1.188
Posting and transfer	1.91	0.912
Attitudes of parents and community	2.19	0.966
Students admission	2.05	0.975

Results in Table 1 show that salary/remuneration had the lowest level of satisfaction with a mean of $x = 1.72$ ($SD=0.870$), followed by the posting and transfer of teachers with a mean of $x = 1.91$ ($SD=1.188$). Students' admission and willingness to learn was third with a mean $x = 2.05$ ($SD=0.975$), the attitudes of parents community towards education with a mean $x = 2.19$ ($SD=0.966$) came fourth and finally, involvement in the school decision making at the mean of 2.38 ($SD=1.188$). The other source of dissatisfaction for teachers is the procedure of admitting students and their willingness to learn. Majority of co-educational day schools are in the district category, which admits students with low grades. Majority of the teachers expressed that they are mostly satisfied with their jobs when they help students succeed in life. The fact that students of this caliber have very little interest in learning can contribute to low morale of teachers. Dissatisfaction with the school decision making process could partly be attributed to autocratic managers who rarely involve the members of staff in the important decisions in the school. Dissatisfaction with the posting and transfer of teachers is attributable to the fact that most teachers have remained in one working station whose working for more than 10 years. Most of these teachers may express dissatisfaction with this aspect because their counterparts could be working in better places than them, hence would like the TSC to exercise fairness in the posting and transfer of teachers.

3.2.2 Teaching Related Matters

Teachers' rate of satisfaction in relation to teaching related matters was measured through timetabling, hiring of teachers, and appreciation of their work, promotion and advancement in their careers and general discipline of students as shown in Table 2 below.

Table 2: Distribution of Level of Satisfaction by teaching related matters

Teaching related matters	Mean	Standard Deviation
Time tabling	2.65	1.212
Assignment to teach particular subjects	3.50	1.221
Hiring teachers	2.41	1.317
Appreciation	2.25	1.076
Promotion/advancement in career	1.85	0.968
Discipline of students	1.91	1.035

The results depicted in Table 2 show that on average, participants are dissatisfied with all the other teaching related matters except for the assignment to teach particular subjects. This may be supported by the fact that teachers select their areas of specialization in training colleges, hence the satisfaction. Results showed that teachers were dissatisfied with promotion and advancement in career as some reported of having stagnated in one job group for many years. Dissatisfaction was also reported in the area of discipline of students. High school dropouts and rampant crime characterize this zone. The possible reason for this dissatisfaction could be attributed to the government policy on discipline of students. For example, the Legal Notice NO.56 of 2001 banning corporal punishment remains an issue. Teachers reported that despite the high rate of indiscipline, their hands are tied because the government alternative to corporal punishment remains unclear. This together with the ban on expulsion of errant students is frustrating to teachers as students were reported to take advantage of the situation.

3.2.3 Working Conditions

Working conditions was measured through; teaching/learning facilities, infrastructure, physical conditions and location of the school as shown in Table 3.

Table 3: Distribution of rate of satisfaction by working conditions

Working conditions	Mean	Standard Deviation
Learning materials	2.86	1.264
Facilities	2.35	1.116
Physical condition	2.58	1.165
Location/accessibility	2.80	1.682
Housing	3.39	2.463
Infrastructure	2.43	1.571

Results presented in Table 3 shows that of the various measures related to working conditions; teaching learning facilities were the highest source of dissatisfaction, followed by infrastructure, physical conditions, location of the school in that order. This could be as a result of limited funds as most schools are day and rely on the highly endowed division as the only catchments area for their students. However, results show that participants expressed satisfaction with housing and accommodation, while majority of the participants were neutral since most day schools do not have houses for their staff. Another possible reason for this is that majority of the teachers are not interested in school accommodation since they live in nearby town centers for fear of rampant insecurity in the area.

3.2.4 Interpersonal Relations

The study sought to measure teachers' rate of satisfaction with interpersonal relations through five variables namely; relationship with fellow teachers, support staff, administrators, BOG/PTA, students as shown in Table 4 below.

Table 4: Relationships with various stakeholders in the school

Interpersonal relationships	Mean	Standard Deviation
With fellow teachers	4.08	0.851
With support staff	3.76	0.849
With administrators	3.39	1.134
With B.O.G/P.T.A	3.29	0.901
With students	3.86	0.897

The results as shown in Table 4 indicate that on average, teachers tend to derive a lot of satisfaction from the interpersonal relations with various stakeholders in the school fraternity. The greatest source of satisfaction is derived from relations with fellow teachers which are classified as very good, followed by students, support staff, administrators and B.O.G/P.T.A respectively. This study confirms other studies carried out in Clarke-Habibi (2018) which shows that positive social relationships with colleagues are important sources of satisfaction. This shows that, when these relationships do not exist, teachers share deep feeling of dissatisfaction. Most teachers also expressed that they derived a lot of satisfaction from their relationship with students.

3.3 Regression analysis

3.3.1 Assumptions of Ordinary Least Squares (OLS)

Ordinary Least Squares (OLS) was used to analyse the factors promoting job satisfaction among teachers in rural secondary schools in Murang'a South District. To verify the OLS assumptions, the study checked for outliers through skewness and kurtosis, normality assumption, multicollinearity, and Heteroscedasticity tests.

3.3.1.1 Normality assumption

The assumption of normality needs to be checked for many statistical procedures, namely parametric tests because their validity depends on it. Bradley, Royal, Cunningham et al. (2008) stated that an index smaller than an absolute value of 2.0 for skewness and an absolute value of

7.0 is the least violation of the assumption of normality. The results of normality test is presented in Table 5

Table 5: Normality test

Variables		Statistic	Std. Error
	3.8889	4.1580	.05105
	.41397	4.4000	
	-1.574	.42406	
	.289	-.779	.289
	2.794	.570	
	.570	-.594	.570
Job satisfaction	Mean	1.8991	.05929
	Median	2.0000	
	Std. Deviation	.43451	
	Skewness	2.113	.289
	Kurtosis	6.443	.570

Table 5 shows the results of the normality test for the study variables. The values of skewness for most of the variables are between -1 and +1 while others range between -1.6 and +2.2 and less than 7 for kurtosis. This implies that the study variables are moderately satisfied with the normality assumption.

3.3.1.2 Multicollinearity test

Variance Inflation Factor (VIF) was used to check for multicollinearity between the independent variables. According to O'brien (2007), a VIF greater than 10 indicates harmful collinearity. The results of multicollinearity test is depicted in Table 6

Table 6: Multicollinearity Testing

Model	Collinearity Statistics	
	Tolerance	VIF
Job satisfaction	0.763	1.233

a. Dependent Variable: Job satisfaction

The results from table 6 show the absence of multicollinearity because all tolerance values are greater than 0.1 and all VIF values are less than 10. Thus there is no multicollinearity among predictor variables and hence all variables were used in multiple regression models.

3.3.1.3 Heteroscedasticity

Heteroscedasticity is a situation where the variability of a variable is unequal across the range of values of a second variable that predicts it (Vinod, 2008). In this study Heteroscedasticity was

tested by performing the Breuch-pagan/cook-Weisberg test. Breusch-Pagan/Cook-Weisberg test the null hypothesis that the error variances are all equal versus the alternative that the error variances are a multiplicative function of one or more variables (Vinod, 2008). The results of heteroscedasticity test is depicted in Table 7

Table 7: Heteroscedasticity Test

Ho	Variables	Chi ² (3)	Prob > Chi2
Constant Variance	Independent variable	1.112	0.331

Table 7 shows that the constant variance (Chi-square= 1.112) is insignificant ($p = 0.331$). Thus the study failed to reject the null hypothesis and concluded that the error variance is equal thus heteroscedasticity was not a problem in the data.

3.3.2 Correlation of variables

A correlation indicates that as one variable changes in value, the other variable tends to change in a specific direction. The findings of correlation analysis is depicted in Table 8

Table 8: Correlation analysis

		Demographic & Job factors	Job satisfaction
Demographic & Job factors	Pearson Correlation	1.000	.483**
	Sig. (2-tailed)		.000
	N	139	139
Job satisfaction	Pearson Correlation	.483**	1.000
	Sig. (2-tailed)	.000	
	N	139	139

Table 8 shows the presence of a strong correlation coefficient ($r=0.483$) between demographic and job factors and job satisfaction of teachers. Moreover, the p values show that this correlation has a statistical significance considering that the p-value is less than a 5% level of significance. This implies that there was a positive association involving demographic and job factors and job satisfaction of teachers. There was a strong correlation of 0.483 between demographic and job factors and job satisfaction. The p values show that this correlation coefficient have a statistical significance considering that p value is greater than 5% level of significance ($0.000 < 0.05$). In other words, demographic and job factors in Murang'a South District affected job satisfaction of teachers.

3.3.3 Simple linear regression for the independent variable

3.3.3.1 Model fitness

This study sought to examine factors promoting job satisfaction among teachers in rural secondary schools in Murang'a South District .The results of the model fitness is as depicted in Table 9

Table 9: Model summary of regression of demographic and job factors on job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.374 ^a	.344	.301	.35443

a. Predictors: (Constant), demographic and job factors

The findings from Table 9 shows the coefficient of determination (R Square) of 0.344 which indicates that only 34.4% change in demographic and job factors is explained by a change in job satisfaction of teachers in Murang'a South District. The quantitative data collected showed that rural teachers were dissatisfied with all aspects of the teaching profession but derived a lot of satisfaction in friendly relationships with their colleagues. The likely explanation for the findings of this study is that secondary school teachers teaching in rural areas need a review of educational policies and administration in terms of reasonable payment and fringe benefits, allowances, improvement of infrastructure and general conditions of the school commensurate with the other regions especially the urban centers if they are expected to perform well in their jobs.

3.3.3.2 Analysis of variance

The study findings on the analysis of variance is as depicted in Table 10

Table 10: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.447	1	4.447	35.321	.000 ^b
	Residual	17.080	138	.126		
	Total	20.527	139			

a. Dependent Variable: Job satisfaction

b. Predictors: (Constant), demographic and job factors

The findings of ANOVA test shown in Table 10 indicate that demographic and job factors had a significant effect on job satisfaction. The p values is less than 5% (p value<5%), thus, the null hypothesis was rejected and it was concluded that demographic and job factors had significant effect on job satisfaction of teachers in Murang'a South District

3.3.3.3 Regression Coefficient

The results obtained on the regression coefficient is as presented in Table 11

Table 11: Regression coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	3.343	.160		19.101	.000
	Demographic and job factors	.359	.047	.454	5.120	.000

a. Dependent Variable: Job satisfaction

The analysis shows that after combination of all the items in a single variable in the model, the demographic and job factors shows statistical significant thus contributing to job satisfaction since the probability were less than 5%. The existing demographic and job factors have no significant effect on job satisfaction. The results of Table 11 shows that demographic and job factors have a positive and significant effect on job satisfaction of teachers ($B=0.359$, $t=5.120$, $p<.05$). The regression equation obtained from this output is:-

Demographic and job factors = $3.343 + 0.359$ job satisfaction

The regression coefficient for demographic and job factors is 0.359. This indicates that a unit increase in demographic and job factors would result in 35.9% increase in job satisfaction while holding other factors constant.

3.4 Summary of the factors promoting job satisfaction in rural secondary schools in Murang'a South District

The results showed that while salary is certainly one factor in promoting satisfaction of teachers, other more important factors were identified. It was notable that the main sources of teacher job satisfaction are the satisfaction of working with students collaboratively with colleagues, and achieving personal professional growth. In addition, when students understand and apply concepts taught, accomplishing ones' objective as stipulated by the employer (Teacher Service Commission), supportive members of staff/ good teacher/teacher relationship/friendly colleagues, Job security. On the other hand, nearness to their homes and being able to commute from home are also relevant in creating a sense of satisfaction.

Almost every teacher interviewed stated that the most satisfying thing in being a teacher is imparting knowledge to young people willing to learn. One teacher explained;

"I derive satisfaction from seeing my students excel in life. Some students from the local community get educated in school. Some are orphans and others are poor but they go through school. I've seen them perform and succeed in life and this satisfies me".

Another participant added that she derives satisfaction with her teaching job when:

"When I deliver my services to the students or when I accomplish what my employer sent me to do. I am also satisfied when I see my students develop a positive attitude to my subject".

Still on factors promoting their satisfaction, one principal asserted;

"We are geared towards improvement each day with result based management as a tool while another one added: my results can be seen as per the promotions I have received throughout my teaching profession".

These findings confirm the results of others (Muller, Alliata & Benninghoff, 2009; Okumbe 2004, Brunnetti 2001, Michalinos and Elena 2004) which show that the satisfaction of working with

children, forming relationships with them, having the opportunity to contribute to the growth and achievement of young individuals, may be common internationally, regardless of country context.

4.1 Discussion and Conclusions

The study revealed that the main areas where teachers derive satisfaction are; the satisfaction of working with students collaboratively with colleagues (supportive members of staff, good teacher/teacher relationship, friendly colleagues). The findings of this study confirm other previous studies. For example; a study carried out by Day and Gu (2007) and Sturman (2002) on a survey of quality of working life amongst teachers in the UK, reported that teachers feel well supported at work and have positive working relationships with colleagues. This is also in agreement with Brunetti's (2001) study on high school teachers in California who mentioned that relationship with other teachers had an impact on overall job satisfaction. Other notable factors promoting teacher satisfaction were reported as follows ; achieving personal professional growth in addition, to when students understand and apply concepts taught, accomplishing ones' objective as stipulated by the employer (TSC), job security, seeing students settling in life successfully, molding young people to become responsible citizens and recognition of contribution made to school by other stakeholders. On the other hand, nearness to their homes and being able to commute from home are were also mentioned as relevant to their sense of satisfaction.

Overall, occupation related sources of job satisfaction seem to receive the lowest level of satisfaction while interpersonal relations with various stakeholders in the school received the greatest satisfaction. The results of the analysis were in line with Maslow's theory of motivation which indicates that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job satisfaction. The study concluded that Murang'a South District teachers' dissatisfaction with pay, advancement in career, poor working conditions, lack of essential facilities, was seen as partly contributing to the teachers' intention to leave the teaching profession and the desire to seek transfer to better places. They felt that they were discriminated against in the award for hardship allowances, underpaid and made to work in insecure conditions where the parents and community paid less attention to their dignity and self-esteem.

5.1 Recommendations

The findings highlighted the complexities involved in understanding teacher job satisfaction in a way that has clear potential for implications in policy and practice. What is now needed is serious consideration of how this understanding may be meaningfully applied to efforts to improve teachers' working conditions. This is because, understanding factors that contribute to teacher job satisfaction is essential in improving the information base needed to support a successful educational system. In view of the above, the study recommended that the Ministry of Education should maximize teacher satisfaction and minimize dissatisfaction not only for the benefit of teachers but for the sake of students as well. This therefore calls for teachers' unions namely; KUPPET and KNUT to be vigorous in agitating for teachers' demands that lead to job satisfaction.

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