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Abstract

The paper examined the factors inhibiting job satisfaction of teachers working 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. Further, purposive sampling was used to collect data from interviews. The sample size comprised 139 participants (12 were principals, 17 deputy principals and 127 teachers). Data were analyzed using descriptive and inferential statistical methods. The study findings established majority of teachers mentioned lack of motivation, little pay, poor working conditions, students' indiscipline, frequent student absenteeism and school drop outs as major factors inhibiting their job satisfaction. In addition, other causes of dissatisfaction mentioned included; parents' indifference or parents' interventions in schools, lack of facilities like fully equipped laboratories, text books and unfair promotions. The study concluded that the factor inhibiting job satisfaction of teachers partly contributed to teachers' intention to leave the teaching profession and the desire to seek transfer to better places. The study recommended that Teacher Service Commission should review the salary for teachers in line with the other civil servants in the government ministries. The study further recommended the pay should be commensurate and competitive with those of other sectors of the economy to act as a measure against high teacher turn over experienced in the recent years.

Keywords: *Demotivators, Job satisfaction, Teachers, Secondary Schools, Murang'a South District, Kenya*

1.1 Background of the study

Job dissatisfaction is generally unpleasant and most employees are conditioned and overly biologically-driven to respond to demotivating conditions in the workplace by looking for means to overcome dissatisfaction (Okeke & Mtyuda, 2017). Dissatisfaction with a job has negative consequences for the organization since dissatisfied employees may summarily quit the organization. They may opt to stay in the organization and actively attempt at improving the working conditions, through active search for new ways of doing things and attempt to voice their concern on improvement of the working conditions (Wambugu & Busienei, 2015). Similarly, dissatisfied employees may attempt to remain in the organization but respond passively to the demotivating job conditions through acceptance of the status quo without objections or suggestions for improvement of the working conditions (Mtyuda & Okeke, 2016). Finally, dissatisfied employees may decide to remain in the organization but exhibit passive withdrawal behaviours for instance, putting less effort in the work or general neglect of working (Wambugu & Busienei, 2015).

Job satisfaction for secondary school teachers is critical since the value of secondary school education in forging the future human resource of a country is undeniable. Provision of requisite facilities and conditions for work is important for enhancing the status of job satisfaction. Better performance of secondary school teachers is ultimately achievable when they enjoy full satisfaction with the working conditions. Dissatisfaction among secondary school teachers poses a major challenge to the performance of learners and retention of teachers in the workplace (Muguongo, Muguna & Muriithi, 2015). Additionally, dissatisfaction of teachers threatens sustainability and social transformation of learners and largely the society. Mtyuda and Okeke (2016) stated that factors such as job security, remuneration, and relations with supervisor, working conditions, occupation and teaching related matters are correlates of satisfaction or dissatisfaction of teachers in secondary schools. Afshar and Doosti (2016) noted that an effective teaching force is essential for the effective sustainability and social transformation of the society across nations. This is essentially the importance of ensuring that demotivators are mitigated to enhance effective job satisfaction of teachers in secondary schools.

Understanding factors that contribute to teacher job satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system. 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

The study adopted descriptive research design. The design was deemed relevant since the researcher was interested in collecting information about teachers' attitudes, opinions, habits or

any social issues that inhibit 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 study population 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. Data was analyzed using both qualitative and quantitative procedures and through the aid of Statistical Package for Social Sciences.

3.1 Research Findings

The research findings were presented based on the study findings. Notably, the section incorporated the discussion of the descriptive findings and inferential statistics.

Descriptive analysis results

3.2 Field Findings

3.2.1 Participants rate of satisfaction with occupation, teaching related matters, working conditions and interpersonal relations

The study sought to find out the rate of teacher job satisfaction in relation to occupation, teaching related matters, working conditions and interpersonal relations and the findings are depicted in Table 1

Table 1: Principals' level of satisfaction with occupation, teaching related matters, working conditions and interpersonal relations

Summary	Mean	Standard Deviation
Rate of satisfaction with occupation.	2.43	0.870
Rate of satisfaction with teaching related matters.	2.58	1.188
Satisfaction with working conditions	2.17	0.912
Satisfaction with interpersonal relations.	3.75	0.966

The results on Table 1 indicate a summary of data on the responses of principals' level of satisfaction. The findings indicate that the principals are generally not satisfied with occupation, teaching related matters and working conditions. Dissatisfaction with the working conditions takes the lead with the mean of 2.17 (SD = 0.912) followed by occupation at 2.43 (SD=0.870), teaching related matters at 2.58 (SD=1.188) respectively. However, they expressed satisfaction with the interpersonal relationships with various stakeholders in the school fraternity with the mean of 3.75 (SD = 0.966). The possible explanation for dissatisfaction with occupation, teaching related matters and working conditions could apply to the reasons given by teachers. The study location is characterized by poor working conditions, understaffing, and lack of essential facilities for teaching/learning activities. Teachers are also not satisfied with their remuneration.

3.2.1 Principals' attitude towards pay and their overall job satisfaction

The results presented in Table 2 shows a breakdown of principals' levels of satisfaction with salary and overall job satisfaction

Table 2: Agreement scale by pay and overall job satisfaction

Items	Mean	Standard Deviation
Teachers are remunerated fairly in comparison to other civil servants	1.67	0.492
How would you rate your overall job satisfaction as a teacher?	3.33	0.985

The study results presented in Table 2 indicate that principals strongly disagreed with the statement that teachers' remuneration is fair in comparison to other civil servants. This clearly shows that they are highly dissatisfied with their pay hence the need for the policy makers to harmonize salaries for all civil servants including teachers.

3.2.3 Reasons for teacher turn over

The study sought to find out reasons for the teacher turn over in the targeted schools.

Table 3: Reasons for teachers turn over

	Frequency	Percent
Greener pastures	9	75.0
Further studies	2	16.7

Results in Table 3 show that 75% of the teachers left the teaching profession for greener pastures and 16.7 % went for further studies. The researcher established that most of the teachers leaving the teaching profession have been employed in other government ministries where terms of service and mainly pay are better compared to teachers' remuneration.

3.3 Regression analysis

3.3.1 Assumptions of Ordinary Least Squares (OLS)

Ordinary Least Squares (OLS) was used to analyze the factors inhibiting 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. Table 4 shows the results of the normality test for the study variables

Table 4: Normality test

Variables	Statistic		Std. Error
Job satisfaction	3.8696	.04224	4.1580
	3.8889		.05105
	.41397		4.4000
	-1.574	.289	.42406
	2.794	.570	-.779
			.289
		Mean	-.594
		Median	.570
		Std. Deviation	1.8991
		Skewness	.05929
		Kurtosis	2.0000
			.43451
			2.113
			.289
			6.443
			.570

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 as shown in Table 4. 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 study findings of Multicollinearity is presented in Table 5

Table 5: Multicollinearity Testing

Model	Collinearity Statistics	
	Tolerance	VIF
Job satisfaction	0.763	1.233

a. Dependent Variable: Job satisfaction

The results from Table 4 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 study findings of Heteroscedasticity Test is depicted in Table 6

Table 6: Heteroscedasticity Test

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

Table 6 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 study finding of correlation analysis is presented in Table 7

Table 7: Correlation analysis

		Demographic & Job factors	Job satisfaction
Demotivators	Pearson Correlation	1.000	.411**
	Sig. (2-tailed)		.000
	N	139	139
Job satisfaction	Pearson Correlation	.411**	1.000
	Sig. (2-tailed)	.000	
	N	139	139

Table 7 shows the presence of a strong correlation coefficient ($r=0.411$) between demotivators (students' failure, high absenteeism, high turnover) 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 the various demotivators and job satisfaction of teachers.

3.3.3 Simple linear regression for the independent variable

3.3.3.1 Model summary

The study findings of model summary of regression of demographic and job factors on job satisfaction is as shown in Table 8

Table 8: 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	.383 ^a	.362	.334	.34563

a. Predictors: (Constant), Demotivators

The findings from Table 8 shows the coefficient of determination (R Square) of 0.362 which indicates that only 36.2% change in demotivators is explained by a change in job satisfaction of teachers in Murang'a South District. The results showed that rural teachers were dissatisfied with lack of motivation, little pay, poor working conditions, students' indiscipline, frequent student absenteeism and school drop outs (due to lack of school fees), hostile community/insecurity and not being involved in decision makingh

3.5.2 Analysis of variance

The findings on the analysis of variance is presented in Table 9

Table 9: 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

a. Predictors: (Constant), demotivators

The findings of ANOVA test shown in table 9 indicate that the various demotivators 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 demotivators had significant effect on job satisfaction of teachers in Murang'a South District.

3.5.3 Regression Coefficients

The regression coefficients is depicted in Table 10

Table 10: Regression Coefficients

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	T
1	(Constant)	3.343	.160		20.014
	Demotivators	-.363	.032	.454	5.110

a. Dependent Variable: Job satisfaction

The analysis shows that after combination of all the items in a single variable in the model, the demotivators factors shows statistical significant thus contributing to job dissatisfaction since the probability were less than 5%. The existing demotivators' factors had significant effect on job satisfaction. The results of table 10 shows that these factors have a positive and significant effect on job dissatisfaction of teachers ($B=0.359$, $t=5.120$, $p<.05$). The regression equation obtained from this output is:-

$$\text{Demotivators} = 3.343 + -0.363 \text{ job satisfaction}$$

The regression coefficient for demotivators' factors is -0.363. This indicates that a unit increase in these factors would result in 36.3% decrease in job satisfaction.

3.6 Summary of the Factors Inhibiting Teacher Job Satisfaction in the Rural Areas

The study was interested in finding out factors inhibiting teachers' job satisfaction in their current stations. There are some sources of dissatisfaction that are well known and have been documented by researchers in developed countries, for example, the effects of social problems; student failure and lack of discipline; lack of respect, status and recognition from society; the lack of autonomy; and the lack of collegial relationships (Din ham & Scott, 1998, 2000; Thompson, McNamara & Hoyle, 1997; Van den Berg, 2002 as cited in Tanja and Hannum 2003).

Responding to the question on the factors inhibiting their job satisfaction; many teachers mentioned lack of motivation, little pay, poor working conditions. One respondent summed poor working conditions as follows:

"You are forced to live in a place without electricity. Life is very difficult and you are forced to live in as the olden days. Computer literacy is a nightmare to us, walking long distances or riding a bicycle due to lack of transport".

Another participant added that during the rainy season, the roads are impassable therefore; the TSC should provide gumboots to the rural teachers. Others mentioned frequent absenteeism of students due to lack of school fees, hostile community/insecurity, not being involved in decision making as the major sources of dissatisfaction in their jobs. Many teachers complained about parents' indifference or parents' interventions in schools lack of facilities like fully equipped laboratories, textbooks and unfair promotion.

While some teachers mentioned supportive colleagues as a strong aspect that affects their satisfaction with teaching, others were highly critical of their administrators and this created a feeling of dissatisfaction and they wished things were different. One teacher emphatically said:

“The principal does not involve teachers in major decision-making and that he goes ahead to make decisions with students while the school bursar is given too much power to control the school finances”.

On the highhandedness of the administration, participant complained of suspicion, and application of double standards by the administrators. One participant lamented:

“The teacher is viewed as a working machine, going to class and not involved in decision making. Furthermore students are being given power to supervise the teachers”.

Regular absenteeism was linked to lack of basic necessities for example, lunch money, books including school fees. Others go to pick coffee to make ends meet hence losing out on quality time. Another participant observed that, parents and students in general have a low opinion to education; they don't see the relationship between success and education.

4.1 Discussion of study Findings and Conclusion

Majority of teachers mentioned lack of motivation, little pay, poor working conditions, students' indiscipline, frequent student absenteeism and school drop outs (due to lack of school fees), hostile community/insecurity and not being involved in decision making as major factors inhibiting their job satisfaction. This study's findings confirmed other findings in developing world. For example Michalino and Elena (2004) in their study of teacher job satisfaction in Cyprus reported the following as the major causes of dissatisfaction; the effects of social problems; student failure and lack of discipline; lack of respect, status and recognition from society; the lack of autonomy; and the lack of collegial relationships.

In addition, other causes of dissatisfaction mentioned included; parents' indifference or parents' interventions in schools, lack of facilities like fully equipped laboratories, text books and unfair promotions. Others were highly critical of their administrators. This is in agreement with other findings. For example of Boggler (2001) in his research on influence of principal leadership style on teacher job satisfaction found out that principals' transformational leadership affected teachers' job satisfaction both directly and indirectly. Darling Hammond (1995) also emphasized that traditionally rigid, bureaucratically administered schools have not succeeded in implementing change in the education reform while as schools using collective and collaborative problem solving strategies have succeeded.

The study concluded that the factor inhibiting job satisfaction of teachers were; 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 study findings indicated that virtually all teachers were highly dissatisfied with low pay in comparison to other civil servants in other government ministries. The issue of salary is not new, because in many developed as well as developing countries; teachers' salaries are a significant factor influencing recruitment and retention. The study therefore recommended that the TSC in conjunction with the Ministry of Finance should review the salary for teachers in line with the other civil servants in the government ministries. The pay should be commensurate and competitive with those of other sectors of the economy to act as a measure against high teacher turn over experienced in the recent years.

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