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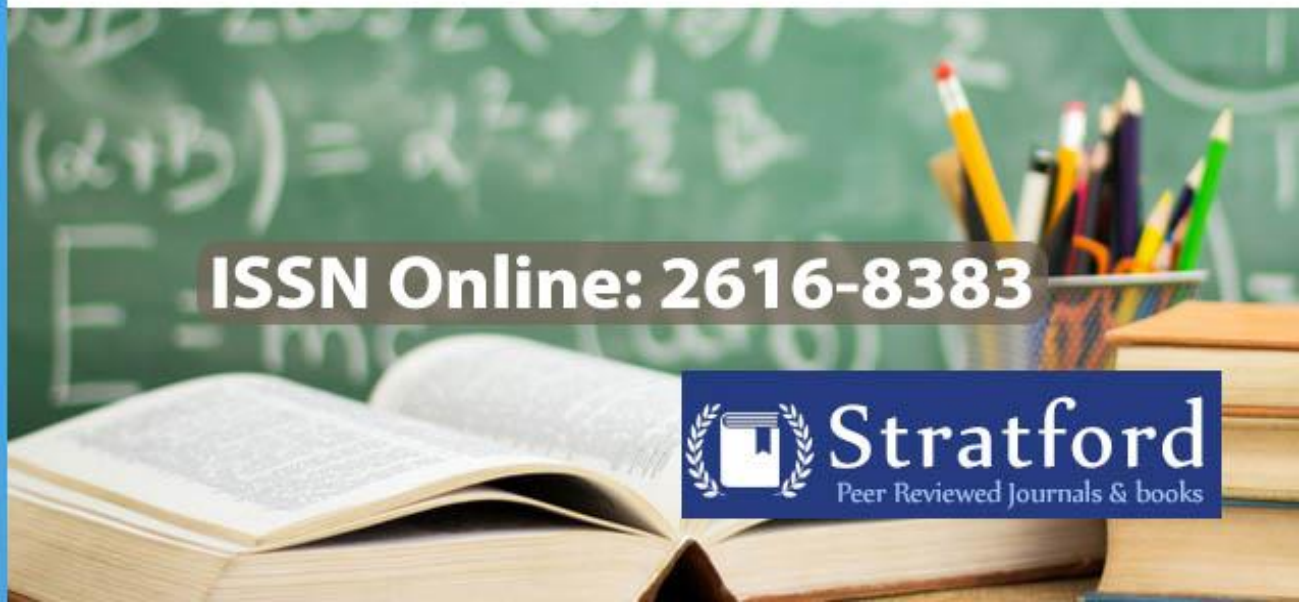

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Wachira Susan Wachuka

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Wachira Susan Wachuka

Ph.D. in Education Administration and Planning Candidate, Kenyatta University

Email of the Corresponding Author: swachuka@yahoo.co.uk

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Abstract

The paper sought to examine the role of occupation, teaching related matters, working conditions and interpersonal relations on job satisfaction of teachers working in rural secondary schools in Murang'a South District, Kenya. 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 indicated that younger teachers recorded a higher satisfaction than older teachers. Female teachers unlike in the other findings reported lower level of job satisfaction. Teachers with higher academic levels of education were slightly more satisfied with the teaching profession than those with a diploma level of education. The study concluded that the fact that over half of the teachers expressed overall job dissatisfaction should be a cause for alarm. Thus, issues of teacher job satisfaction related to occupation, teaching related matters and working conditions should be addressed urgently by the relevant authorities. The study recommended that understanding factors that contribute to teacher job satisfaction is essential in improving the information base needed to support a successful educational system.

Keywords: *Occupation, Working Conditions, Interpersonal Relations, Job Satisfaction, Rural Secondary Schools, Murang'a South District, Kenya*

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1.1 Introduction

A teacher spends a great deal of time at workplace. Events at workplace will therefore have a large influence in his or her attitude towards work, which could either, be positive or negative. According to Muller, Alliata and Benninghoff (2009), teachers in their self-analysis, use descriptors for job satisfaction that revolve around how they feel about going to work each day and the sense of success or lack of it, that they have for their performance when dealing with students. However, in reality, evidence of immediate success through clear indications of student learning is not usually possible; hence, the perceptions of teachers are often based on subjective judgments. 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. Du Plessis (2014) 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 (Barber, 2009).

Job satisfaction is crucial to the long-term growth of any educational system around the world. Filak & Sheldon (2003) rank job satisfaction alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Studies show that improvement in teacher motivation has benefits for both students and teachers. Ololube (2006) contend that education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers. 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).

Teacher job satisfaction is seen through variables like teaching/occupation related matters, interpersonal relations and working conditions. Teachers' rate of satisfaction with their occupation is observable through five composite variables namely: salary, involvement in the school decision making process, procedure of posting and transfer of teachers, attitudes of parents and community towards education, procedure of selecting students for admission (Harfitt & Chow, 2018). Teaching related matters involve issues such as the timetabling of teaching assignment, assignment to teach particular subjects, selecting and hiring of teachers, appreciation of one's work, and promotion of teachers and general discipline of students. Work place conditions are notable through provision of teaching learning materials, staffroom/ office facilities, and condition of the school, location of the school, housing quality, and general infrastructure (Brown, Bull & Pendlebury, 2013).

Stratford Peer Reviewed Journals and Book Publishing
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2.1 Research Methodology

The descriptive research design was adopted in the study. 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. The analysis of the data was done using both qualitative and quantitative procedures and through the aid of Statistical Package for Social Sciences (SPSS) software version 22.0. For quantitative data, the questionnaires were organized and classified according to the patterns of the responses given by participants and their homogeneity. Therefore the questionnaires for teachers were treated separately from those of principals. Samples of collected data were classified into major topics covered. Data was then presented using a combination of both statistical and graphical techniques (histograms, bars and pie charts).

3.1 Research Findings

3.2 Descriptive analysis results

3.2.1 Role of occupation, teaching related matters, working conditions and interpersonal relations on job satisfaction

The results in Table 1 indicate a summary of teachers' job satisfaction with occupation, teaching related matters, working conditions and interpersonal relations.

Table 1: A summary of degree of satisfaction in relation to various variables

	Mean	Standard deviation
Rate of satisfaction with occupation	2.05	0.870
Rate of satisfaction with teaching related matters	2.439	1.188
Satisfaction with working conditions	2.74	0.912
Interpersonal relations	3.68	0.966

It is notable that when the average level of satisfaction was measured depending on various variables; occupation had the lowest level of satisfaction was occupation with a mean of x = 2.05 (SD = 0.870) implying that the participants were highly dissatisfied with the various aspects occupation as illustrated in Table 1. Teaching related matters was second lowest with x = 2.43 (SD = 1.188) while working conditions was third lowest with x = 2.74(SD = 0.912) meaning that teachers were generally dissatisfied with the working conditions of their schools. However, the participants showed that they were satisfied with the interpersonal relations with various stakeholders (fellow colleagues, students, administration and B.O.G/PTA) in the school which measured at x = 3.68 % (SD = 0.966).

Stratford Peer Reviewed Journals and Book Publishing
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Volume 4||Issue 4||Page 87-97||August||2021|
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3.2.2 Participants' attitudes towards various aspects of teaching career

The descriptive results of distribution of teachers' level of agreement on various aspects related to their careers is presented in Table 2

Table 2: Distribution of teachers' level of agreement on various aspects related to their careers

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Intention to remain in teaching career until retirement.	37.8%	19.7%	16.5%	16.5%	9.4%
Satisfied with teaching in a rural area	31.5%	32.3%	16.5%	15.%	4.7%
Given a chance I would like to transfer to another station	26%	13.4%	16.5%	25.2%	32.3%
I support the T.S.C proposed teacher evaluation system through performance contracts	56.7%	20.5%	9.4%	9.4%	3.9%
Remuneration in comparison to other civil servants	95%	27%	1%	1%	3%

The results in Table 2 shows that majority of the teachers (77.2 %) expressed strong dissatisfaction with the proposed performance contracts citing lack of fairness in assessment considering that different schools have different academic capabilities of students. They also felt that this system was not fair as they had very little control in the admission of students in their schools coupled by inadequate teaching learning facilities, indiscipline etc. There was also a strong feeling that the evaluation system was not objective and free from corruption as they had already made comparative insight with systems that were already in place in the public service sector in Kenya. The participants felt that since their schools were not academic giants, it was not probable for them to receive positive feedback praise for good performance.

3.2.3 Principals' rate of satisfaction with occupation, teaching related matters, working conditions and interpersonal relations

The descriptive results of Principals' rate of satisfaction with occupation, teaching related matters, working conditions and interpersonal relations is presented in Table 3

Stratford Peer Reviewed Journals and Book Publishing
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Volume 4||Issue 4||Page 87-97||August||2021|
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Table 3: 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 3 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 just like teachers, 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.

3.3 Regression analysis

3.3.1 Assumptions of Ordinary Least Squares (OLS)

Ordinary Least Squares (OLS) was used to analyze the role of occupation, teaching related matters, working conditions and interpersonal relations on job satisfaction of teachers working in rural secondary schools in Murang'a South District, Kenya. 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.

Stratford Peer Reviewed Journals and Book Publishing
Journal of Education
Volume 4||Issue 4||Page 87-97||August||2021|
Email: info@stratfordjournals.org ISSN: 2616-8383

Table 4: Normality test

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

The study findings presented in Table 4 indicate 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 multicollinearity results are 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 finding on 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 on the correlation analysis is presented in Table 7

Table 7: Correlation analysis

		Demographic & Job factors	Job satisfaction
Demotivators	Pearson Correlation	1.000	.374**
	Sig. (2-tailed)		.000
	N	139	139
Job satisfaction	Pearson Correlation	.474**	1.000
	Sig. (2-tailed)	.000	
	N	139	139

Table 7 shows the presence of a strong correlation coefficient (r=0.474) between occupation, teaching related matters, working conditions and interpersonal relations 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 occupation, teaching related matters, working conditions and job satisfaction of teachers.

3.3.3 Simple linear regression for the independent variable

3.3.3.1 Model summary

The findings of model summary is illustrated in Table 8

Stratford Peer Reviewed Journals and Book Publishing
Journal of Education
Volume 4||Issue 4||Page 87-97||August||2021|
Email: info@stratfordjournals.org ISSN: 2616-8383

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	.354[a]	.311	.301	.31223

a. Predictors: (Constant), Occupation, teaching related matters and working conditions

The findings from table 8 shows the coefficient of determination (R Square) of 0.311 which indicates that only 31.1% change in occupation, teaching related matters and working conditions is explained by a change in job satisfaction of teachers in Murang'a South District. This implies that occupation, teaching related matters and working conditions affects job satisfaction of teachers.

3.3.3.2 Analysis of variance

The findings of analysis of variance is presented in Table 9

Table 9: Analysis of variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.212	1	3.237	32.121	.000[b]
	Residual	17.001	138	.126		
	Total	18.213	139			

a. Dependent Variable: Job satisfaction

b. Predictors: (Constant), occupation, teaching related matters and working conditions

The findings of ANOVA test shown in Table 9 indicate that occupation, teaching related matters and working conditions 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 occupation, teaching related matters and working conditions had significant effect on job satisfaction of teachers in Murang'a South District

3.3.3.3 Regression coefficient

The results of the regression coefficient is shown in Table 10

Stratford Peer Reviewed Journals and Book Publishing
Journal of Education
Volume 4||Issue 4||Page 87-97||August||2021|
Email: info@stratfordjournals.org ISSN: 2616-8383

Table 10: Regression coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	3.343	.160		20.014	.000
	Occupation, teaching related matters and working conditions	.321	.031	.454	5.110	.000

a. Dependent Variable: Job satisfaction

The analysis shows that after combination of all the items in a single variable in the model, (occupation, teaching related matters and working conditions) shows statistical significant thus contributing to job dissatisfaction since the probability were less than 5%. The existing factors (occupation, teaching related matters and working conditions) had significant effect on job satisfaction. The results of Table 10 shows that these 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:-

Occupation, teaching related matters and working conditions = 3.343+ -0.321 job satisfaction

The regression coefficient for the three factors is 0.321. This indicates that a unit increase in these factors would result in 32.1% increase in job satisfaction.

4.1 Discussion of findings and conclusion

This study found out that younger teachers recorded higher satisfaction than older teachers. Female teachers unlike in the other findings reported lower level of satisfaction at 7.8% than their male counterparts at 14% and also registered higher levels of dissatisfaction at 32.1% against male 29.8%. The study findings showed results that were inconsistent with Macmillan and Xin (1999) in their study on influences of workplace conditions on teacher job satisfaction at New Brunswick Elementary school reported that female teachers were more satisfied than their male counterparts. Okemwa (2004) also reported that there were no significant differences between male and female teachers in overall job satisfaction. Teachers with higher academic levels of education namely; approved graduate 45.5%, post graduate 27.3% and BED 17.3% are slightly more satisfied with the teaching profession than those with a diploma level of education at 7.7%. This finding is not consistent with the interpretation that more qualified teachers are less satisfied. This could be argued that the higher the qualifications, the better the salary hence more satisfaction. Science department recorded teachers with higher job satisfaction, while the humanities department had the highest level of dissatisfied teachers.

All the departments registered over 50% rate of dissatisfaction. However the science department recorded the highest level of satisfied teachers at 28.6% while humanities department registered a low of 0.1 % level of satisfied teachers. However, when satisfaction was measured by status in the school, principals expressed higher satisfaction levels at 71% against deputy principals' 64% and teachers at 25.6% respectively. The results confirmed the findings of Sturman (2002) on a survey of quality of working life amongst teachers in the United Kingdom who found out that the

principals feel more supported in their work than other teachers. This is also in agreement with other findings in Cyprus by Michalinos and Elena, 2004 that the satisfaction level of the teachers increased as the teacher's position in the school increased which are accompanied by higher salaries.

The study concluded that the fact that over 50% of the participants expressed overall job dissatisfaction should be a cause for alarm. This portrayed that the participants had reached the highest extreme in the negative. The study concluded that issues of teacher job satisfaction related to occupation, teaching related matters and working conditions be addressed urgently by the relevant authorities.

5.1 Recommendations

From the findings, it is evident that complexities exist 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. It is therefore recommended that understanding factors that contribute to teacher job satisfaction is essential in improving the information base needed to support a successful educational system.

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