

**FACTORS INFLUENCING SECONDARY SCHOOL TEACHERS' JOB SATISFACTION LEVELS IN LANG'ATA DISTRICT, NAIROBI- KENYA  
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**ABSTRACT:** *To achieve the objectives of education it requires motivated and satisfied teachers in most institutions, however, in Kenya teachers have always expressed lack of motivation and satisfaction in their jobs. This manifests that there is low morale in teaching profession and underperformance could be evident. This study set out to investigate on the factors influencing teacher job satisfaction levels amongst teachers Lang'ata District. People do not develop their potential if their esteem is low when one feels unappreciated at their work they are unlikely to be creative. Scholars have observed that teachers lack motivation at their work place leads to poor performance in their duties as teachers which consequently affects students' performance especially in the national examinations. However despite these observations, it is not clear which factors account for teachers' motivation and job satisfaction in Kenya. This study therefore, investigated the factors which influence motivation and job satisfaction among secondary school teachers in order to enhance performance and consequently raise academic standards. Job satisfaction is considered a key cause for teacher shortage, according to educational policy makers in*

**KEYWORDS:** Job Satisfaction, Attitude, Working Conditions, Public Secondary Schools

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## **INTRODUCTION**

Job satisfaction is considered a key cause for teacher shortage, according to educational policy makers in Northern Carolina in America (The News and Observer, 2003). Turner (2007) contends many teachers raise concerns about dissatisfaction with working conditions, time allotted for planning instructions, poor relations at school with colleagues and the general school environment. In trying to examine the factors contributing to teacher job satisfaction and attributed teachers' job satisfaction as one of the several factors in whether or not a teacher chooses to stay or leave the profession (Turner, 2007).

There several factors that contribute to teacher job satisfaction levels, such as school culture; school size; communication with school leaders, parents and colleagues; equipment and facilities; students performance and abilities; professional treatment among others. The inadequacy of such factors brings about dissatisfaction (Bridges and Hallinan, 1980; Darling-Hammond, Holtzman, Gatlin, and Heilig, 2005; Ferris, Bergin, and Wayne, 1988; Indik, 1965; Katzenmeyer and Molyzler, 2001; Lawler and Porter 1967; Ostroff, 1992).

Job satisfaction is a universal phenomenon. Most of the expectations of workers somewhat correlate worldwide, although there are divergent differences due to sociological, political and

cultural backgrounds. However, there are similar expected aspects from a job from all global workers, such as good pay, good environment, recognition and respecting their human rights. On the other hand job satisfaction, is a desired commodity worldwide, (Heywood 2008). Heywood says that Countries like United States, Australia, Germany, Korea, United Kingdom, take job satisfaction with high regard.

Job satisfaction has been studied by various disciplines, such as psychology, sociology, economics and management sciences. It has been an explored subject in work and organizational literature. Job satisfaction has been studied widely due to the fact that, many experts believe that its trends can affect the labor market behavior and influence work outcomes, work effort, employee presence or absenteeism and turnover. Job satisfaction of the workers is considered as a predictor of overall individual wellbeing, (Diaz Serrano and Cabral Vieira 2005) as well a good predictor of intentions or decisions of employees' leaving or staying at the job (Gaziogulu and Tansel, 2002). Beyond research literature and studies, Job satisfaction is a significant feature in everyday life and must be emphasized by all means if individuals and organizations can grow and develop to the desired ends (Jorge and Heloisa 2006).

Heywood (2008) says that in United States workers find on their job satisfaction in the work itself, and not expect it from their bosses, however, once they detect dissatisfaction they are free to look for other jobs that fulfill their needs. In Germany companies take it their responsibility to satisfy their workers. Workers in Germany take organizations to court if they do not meet the satisfaction levels that are expected. In England it was discovered that workers are given family leaves, good payments, and child care. Workers who feel satisfied, have less absenteeism, and show up on the work more often and there were no cases of turnover (Heywood 2008). Organizations have a significant effect on the people who work for them and some of the effects are reflected on how people experience the job (Specter, 1997). This makes job satisfaction a substantial factor to both the employee and the employer (Jorge and Heloisa 2006). As a feature of social welfare, job satisfaction is important and this is taxonomy of a good job.

In third world countries it seems the issue of job satisfaction is taken lightly that is the reason to why, there has been many cases of job turnovers in schools, cases of indiscipline, absenteeism and underperformance (Tanya Khan 2004). The challenges realized from problems of inadequate teacher job satisfaction are quite enormous. For instance challenges of education in Pakistan are immense, both in scale and complexity. The Ministry of Education, Donors, NGOs and educational researchers and teachers have highlighted many problems facing school teachers in Pakistan, concerning motivation and job satisfaction levels. This was realized vividly, during the national conference of Teacher Education held in December 2004 organized by Academy for Education Development (AED), USAID and Ministry of Education (MoE). Similarly UNESCO report on the 'Status of Teachers in Pakistan' published in October 2003, point out that non-transparent appointment practices, politicization, poor management, lack of transport and security are some of the major problems leading to inadequate teacher job satisfaction (Tanya Khan 2004)

In Malawi (Kadzamira and Chibwana 2000, Kadzamira et al 2001, Tudor-Craig 2002, Chimwenje 2003), in their research studies concluded that the overall levels of job satisfaction and motivation are low in both Primary and Secondary Schools. Teachers are highly dissatisfied with their remuneration and other conditions of services.

Problems of teacher job satisfaction have also been cited in Nigeria, where teachers' agitations and demands for improved compensation are given little attention due to the problem of the inadequate resources, in the Ministry of Education, to meet satisfactory needs of the workers. As a result the government in Nigeria and the Nigerian Union of Teachers (NUT) are in constant standoffs over the increase in salaries, benefits, and improving the working conditions of teacher Nwachukwu (2006)

Since independence in 1963, job satisfaction has remained an imperative point to ponder in most Kenyan organizations. Many documents have drawn attention to the fragility of perceived teacher job satisfaction. Notably in the recent policy which demands for teachers to stay in the same station for five years mandatory without asking any transfer has been a setback to teachers' professional freedom, a right of choice, the teacher unions have also raised concerns on teacher job permanency and pensions. Thus, there are a range of factors concerning teacher job satisfaction in Kenya, like salaries, promotions and other pertinent needs in a profession (Nakera and Wesang'ula 2010)

Secondary school education and its progress in Kenya has been one of the main concerns of the Kenya Government, since independence. Recommendations like the Kenyan educational Commissions of (1964) were meant to improve the educational status in the Country. The Ominde Commission for instance came up to agitate for efficient training of secondary school teachers. This was meant to give quality education to the young Kenyan citizens, in order to face the challenges of ignorance, poverty and general illiteracy (Lukuyani 2009)

This study investigates factors that influence Secondary School Teacher's Job Satisfaction levels in Lang'ata constituency Nairobi-Kenya. This study highly recognizes the person of a teacher and it also deeply expounds the concept, teacher job satisfaction levels and how it directly affects the teacher's performance. The main focus of this research zeroes on factors that influence secondary school teacher job satisfaction levels.

## **LITERATURE REVIEW**

### **Factors that enhance Job Satisfaction**

This section articulates the main factors that determine teacher job satisfaction in educational institutions. Identifying these factors assists the research to have documented backing on the question of inquiry. On the other hand this gives a collective understanding from recognized researchers and authors about what teacher job satisfaction entails. The information that was got from the related literature was inseminated for purposes of getting exact ideas from those thought to be misleading about the determinants of job satisfaction. The information gathered from

authors and other written sources were critically analyzed to censor errors realized. Katharina (2002) in his studies about the determinants of teacher job satisfaction, he articulates that the most paramount factor is school environment. A teacher to attain full satisfaction in school there must be adequate facilities, good instructional materials, security, good contract conditions and good school community, descent salary, positive exchanges with colleagues. He also emphasizes that the good school environment involves key personalities who are supportive to a teacher's welfare like administrators, students and parents. This creates confidence and stability in a teacher, and ultimately gets satisfaction. Thus working environment is crucial as it forms a teacher's attitude towards work and school heads need to always good procedures of ensuring stable and suitable environment for instructions. Teachers ought to be catered for if African countries dream of having quality personnel that can compete in the global village of science and technology.

### **Societal Support to a teacher**

Ansu (1984) attest that the role of teachers in most African schools has been influenced by societal attitudes and ideologies. Teachers needless to say, in most African countries are viewed as machines that ought to impart knowledge and skills in the learner at all cost, in order to achieve. When achievement is not realized, a person of a teacher is highly criticized and blamed for being inadequate. However, some other African communities support teachers for instance parents and other community member share the responsibility of disciplining the student. They also provide comfortable environment like good land for school expansion, they also support teachers financially, through Parent Teacher Associations, (Amanuel 2009).

Never the less, the African society has also been a point of teacher discouragement in teaching profession. The teachers are viewed in most African countries on academic stamina. Those who opt for education are regarded as failures in other academic ventures, like medics among others. Teaching in African society is taken a rescue gear, something to run on as a last resort. Due to societal sentiments, education profession is received with reluctance (Ansu 1984). Teachers feel unhappy because of the negative opinions some people in the society have about education. Teachers as mature individuals need to not to under look their own profession, and feel disgusted, rather need to respect their profession due to the fulfillments it provides to their well being. Teacher must subtly, flex on with their profession, and find joy in their job and should not wait to be reprimanded or applauded for their professional choice.

Much as the teachers feel bad about society sentiments they, need work efficiently, and produce good results, to disapprove those folks in society that disregard their profession, this improved their esteem in the profession. However, it should be noted that in every life situations there would be critics and supporters, not all people would support what you do. It is a duty of teachers to have right judgments about their profession, regardless of what they hear from the society.

### **Employee Attitude towards Work**

Teachers in all learning institutions have feelings and opinions about the state of work. They view the job status in terms of prestige, sustenance, among others. In most cases, the amount of

gratification the job brings is highly valued and vice versa (Nwachukwa 2006). Most teachers develop high attitudes on a job depending on financial outcomes it rewards. Teachers would feel highly motivated when their salaries are satisfactorily and stable. The absence of adequate financial support makes teachers develop low attitudes at work, some look for alternative jobs or work lazily. On the other hand young and ambitious and competent people do not get attracted to professions that have low payments. A high payment primarily creates stability and commitment in the profession of teachers, and the contrary is true when the payments are low.

Sekiwu (2009) contends that teachers join a teaching profession with an aim of satisfying their needs. They expect the job to improve their livelihood. When teachers realize the presence of their job expectations, they get zealous with their job, and feel comfortable about their career, hence deriving satisfaction from the positive attitude formed due suitable school environment that meets their professional prospects.

Without demining teachers' job aspirations, a critical look must be applied on the needs of a teacher. Teaching per say is a sacrifice; no one can ever pay a teacher for the amount of work he or she performs. Teachers need to be realistic about their expectations too, not just to fight for mega pays, but need to see the value of their profession and what it does to the lives of others. Therefore, teachers need to love their profession first as a service to the society and later scramble for rewards to sustain their lives. Amanuel (2009) strongly believes that job satisfaction of any kind could be achieved first and for most, when one develops love and appreciation for the career he or she takes. Amanuel argues that job satisfaction levels are subjective oriented. A worker's attitude is depends a lot on the informal social organization in the undertaking (Appleby 2001)

### **Individual Factors**

An individual has his or her concerns that bring about job enrichment or satisfaction. Amanuel in his findings says that job satisfaction is brought about by personal interest in the career. Amanuel (2009) quotes (Analou 1999) who believes that the level of satisfaction varies from person to another, especially with respect from different individuals, cultural background, organizational settings, and environmental factors present. Individual factors consist of varied personal attributes, such as skills, personality, and education status. Thus, job satisfaction is made up of diverse values, which a person consciously or unconsciously desires to obtain from a given job. Different individuals view satisfaction on a subjective perspective, for instance some people would consider being rewarded a strip, and others would find satisfaction from staying in one region and also not transferred.

Amanuel (2009) comments that other individual factors that bring satisfaction at job would include, flexibility, pleasant surroundings, cooperation with colleagues, job placement and adequate rest. Individual factors that would bring dissatisfaction and these include monotony of job routine, fatigue, jealousy, over competition, and poor physical surroundings (Ficker 1975) quoted by Amanuel (2009) .

Amanuel (2009) furthermore, quotes Wallace (1982) who believes that indeed job satisfaction is an individual's emotional and affective action over a job. The employee assesses the degree to which the types or amount of rewards experienced correspond to his or her performance. Job satisfaction plays a complex role in employee motivation. It has rewards, reinforcement values, which enhance individual spirit of performance. It also influences learning and employees would adjust to their behavior to suit the principles and accords of their works surrounding the job.

### **Location of Lang'ata District and Secondary School Education**

Lang'ata district is one of the eight (8) districts that make Nairobi Province. It is situated in Nairobi West. It is a residential area 36.40° E and 1.25°S and has an area of 223.4 square kilometers. It borders Karen, and Rongai Constituencies. Lang'ata is a middle and low class residential area. It has one of the largest slums within Kenya; Kibera which is highly populated and it is poverty stricken. Other slums in Lang'ata are City cotton, Mitumba, Maasai, and Kyangombe villages and Kuwinda village found in Southlands. The contrast in the well-being of the population in Lang'ata district requires strategic plans to address challenges that the district is facing. This will ensure practical workable procedure of improving the lives of the residents (Kenya Central Bureau of Statistics 1999).

The district administration supports educational. Lang'ata district has a total of twelve (12) secondary schools, (5) are public and seven (7) private. Among those that are public include lang'ata high school, Karen C, Olympic secondary school, Raila Secondary school, and Barracks. Private schools include Brook house high, Hill Crest, St. Mary's, St. Aloysius, St. Charles Lwanga, and Sunshine high school.

Most schools in this constituency are neighboring Kibera slum, with high rates of crime, poor, infrastructure, and poor health facilities. These schools are hectic to manage; they just require pure dedicated individuals (teachers) (Gaisma 2007). Griffin (1999) remarked that "without passion teaching is just sterile, however, step by step you get where you are going". He further, remarks that no success in work, no development of you, on material rewards can cover for a life without love. Thus, the study is geared at identifying factors influencing secondary school Job satisfaction levels amongst teachers in Lang'ata.

In spite of all these talks about Lang'ata district, there is much to learn with keen interest especially on education, for instance students from mixed economic backgrounds could be a challenge to tame and develop. This could be the untold story of a teacher in the district. However, this study gives teachers a podium to share their grievances about their struggles and joys of teaching in this area with mixed backgrounds of students. Thus, improvement on teacher job satisfaction levels is a need than a want, if there are hopes of retaining good teachers who would bring about quality education in the constituency.

It should be noted that Lang'ata District secondary schools have never been mentioned among top performers in the region. The underlying facet understudy is identification of the factors that influence secondary school teachers' job satisfaction level.

The imperative essence of this study, from its commencement to its conclusion is to understand how job satisfaction influences a teacher's performance, attitudes towards work, and life in general. Never the less, the interest and fulfillment are some of the vital modalities that are ought to be investigated.

All in all, Job satisfaction is a key concept that will be dwelt on to convince and confirm how it creates enthusiasm and strong zeal to perform better, amidst meager challenges of attaining needs and wants in a teacher's life. Teaching is obviously a tedious profession and requires lots of motivations and reinforcements for it to yield satisfaction and produce better results in a secondary school environment. Job satisfaction is a guiding principle in this study which should channel all inquiries, queries to the truth of the matter as per the research problem will appear (Obonyo 2001) This guiding principle must help the researcher to reach conclusions about the mysteries that create fulfillment, hard work, in order to enable the learner obtain academic achievement.

The challenges indicated in education in most African countries, draw the attention of researchers to discover ways of addressing the issues that causing teacher ineffectiveness, which leads to poor student achievement. The decreasing popularity and status of teaching profession as a whole, calls for interventions by policy makers in education and stakeholders and researchers to discover proper ways of addressing concerns of teacher job satisfaction. Therefore, examining factors that influence teacher job satisfaction may help to decrease the likelihood of teacher turnover, inefficiency in instruction and improve the quality of education. Teacher job satisfaction is a key ingredient to keeping teachers in their careers and a key ingredient to keeping quality; motivate individuals in their teaching profession (Turner 2007)

### **Research Questions**

- 1) ) What factors influence teacher job satisfaction in secondary schools of Lang'ata District Nairobi Kenya?
- 2) What are satisfaction levels of teachers in Lang'ata Secondary Schools?

### **The significance of the study**

The study was intended to enlighten the Ministry of Education Science and Technology about the importance of teacher job satisfaction and its influence on performance.

it will also be helpful to educational managers to always observe key factors that influence teacher job satisfaction in order to ensure that they sustain teacher satisfaction levels in secondary school education.

### **Theoretical Framework**

The study investigated factors that influence secondary school teacher job satisfaction levels inter- relate to bring about improved education quality and wellbeing of the teachers. The theoretical framework for examining teacher job satisfaction and its subsequent effects was guided by "the two factor theory" of Herzberg (1993).

Herzberg's motivation theory was believed by the researcher, to be articulate in content and context of the job (intrinsic and extrinsic factors) are needed to determine an employee's level of job satisfaction. Towards the end, satisfaction elements of secondary school teachers are expected to influence certain schools and teacher characteristics in this research.

Herzberg two factor theory of motivation hygiene or dual factor theory is based on the assumption that dissatisfaction leading to avoidance of work and satisfaction leading to attract one to work do not present end point of a single continuum. Instead two separate unipolar continua are required to reflect people's dual orientation to work; hence the two factor. The independent two scales results from two distinctive sets of job factors that apply only one continuum.

Herzberg theory is applicable in the present situation of teacher satisfaction in secondary schools of Kenya and especially those of Lang'ata district in that, physical and emotional needs of people do not change. The Herzberg's (1976, 1957) motivation theory of basic human needs extends its tenets to Abraham Maslow's (1943) theory of motivation. Herzberg's theory delineates the distinctions between extrinsic and intrinsic factors that motivate and produce job satisfaction in employees (Herzberg, 1976).

The fecundity of this theory in this study is that it fully checks the current factors that warrant job satisfaction. It also unveils the causes of satisfaction and dissatisfaction of employees in most organizations like Secondary Schools. It elaborates necessary factors for motivation and satisfaction, both intrinsic and extrinsic. The factors elaborated are highly necessary in bringing about teacher job satisfaction especially in hardship places like Lang'ata where majority of the students come from Kibera slums. This theory is quite relevant to this study because it promotes both performance and worker's behavior.

Herzberg focuses on the work environment, to identify factors that arouse positive or negative attitudes towards work (Alan 2001-2008). To develop the theory 200 accountants and engineers from factories were consulted; they asserted that aspects that brought good or bad feelings at work place are associated with the job itself, the intrinsic motivation with in an individual (interest), and extrinsic factors (physiological). These included, achievement, working conditions, supervision, work itself, salary, interpersonal relations advancement, recognition, responsibility, promotion and growth (Okumbe 1998)

According to Herzberg, once one is motivated is bound to be satisfied with the job he or she does. Thus, the theory helped in revealing some of the key aspects in a job both intrinsically or extrinsically that bring teacher job satisfaction and hence performing well.

Herzberg's theory explains what people want from a job and this creates a distinction between the job tasks from the condition.



## **RESEARCH DESIGN AND METHODOLOGY**

This chapter described in details the strategy that was used in collection of data and analyzing it. The strategies that were used are , research design, target population, sample and sampling procedures, description of research instruments, reliability and data collection procedures and data analysis procedures.

### **Research Design**

The procedure the researcher used was qualitative and quantitative paradigms, this helped in understanding the problem that was understudy. The research used descriptive survey to collect data in the selected secondary schools of Lang'ata district. Descriptive Survey design was used to gather factual information from the targeted population without creating contradiction. The purpose of descriptive surveys, according to Ezeani (1998), is to collect detailed and factual information that describes an existing phenomenon. On the other hand, Kothari (2003) says this method is easy for securing information concerning an existing phenomenon from all or a chosen number of the population of the concerned universe.

This study was descriptive because it looked at the various aspects of a phenomenon that is under study that is; factors influencing secondary school teacher's job satisfaction levels. One of the main reasons of choosing this research design was because, it attempts to collect data from various members of a population in order to determine their current status with respect of one or more variables ( Ogoti 2010). Gay (1981) contends that descriptive study establishes and reports the way things are and this usually, involves assessing attitudes and opinions of individuals or the organization. Thus, Survey design helped in identifying the characteristics of the population the study represents. It is not easy to collect information from the whole constituency, thus, the sample is a representative of the general population for easy generalization.

### **Target Population**

The target population, from which the sample was drawn for the study, consisted of thirty (30) teachers in public and fifty (50) teachers in private secondary school, plus (8) principals in both public and private Secondary Schools of Lang'ata District.

### **Research Instruments for collecting data**

The following research instruments were employed in collection of data, questionnaire, and interviews.

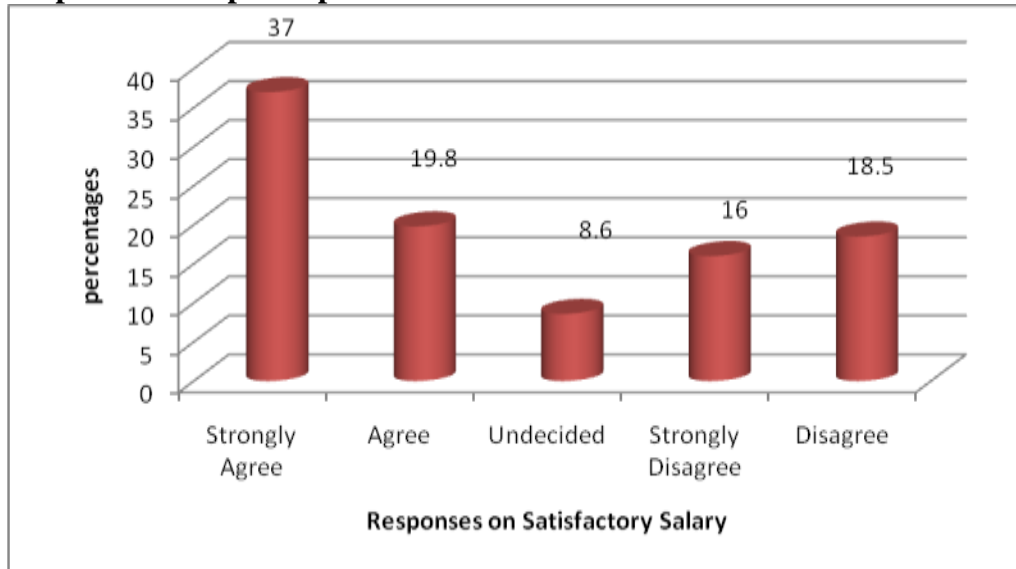
There was one set of questionnaire which was answered by teachers. The researcher interviewed principals of the selected secondary schools. These instruments were imperative in carrying out a study.

## RESEARCH FINDINGS

### Satisfaction levels of Teachers in Lang'ata Secondary Schools

This section is a presentation of data collected from the field regarding the response to the research question that sought to find out the satisfaction levels of teachers in secondary schools in Lang'ata district. Various job satisfaction levels were looked at by the researcher and the findings are as shown in the following section. The researcher posed a question to the teachers to find out their responses on the satisfactory level based on the salary. This was important because the researcher wanted to establish if salary could be set some satisfactory level or dissatisfaction to the participants.

#### Response of the participants on satisfaction levels



Responses on the satisfactory salary fetched responses that indicate most (56.8%) generally agreeing that salary is a determinant on the satisfaction level, a sizeable number (34.5%) disagreed that satisfactory level is determinant on satisfactory salary while the least (8.6%) were undecided on the matter. The response from the field concurs with the argument of (Nwachukwa, 2006) that most teachers develop high attitudes on a job depending on financial outcomes it rewards. This is an indication that teachers would feel highly motivated when their salaries are satisfactory and stable. The researcher further posed a question to the teacher participants on the environment which allows for personal growth and development of the employee in relation to the satisfaction level.

**Response by Teachers on the existence of environment which allows for personal growth and development of the respondents**

<b>Ratings</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	28	34.6
Strongly Agree	30	37.0
Undecided	9	11.1
Strongly Disagree	5	6.2
Disagree	8	11.1
<b>Total</b>	<b>80</b>	<b>100.0</b>

Response in Table 4.6 regarding the existence of environment which allows for personal growth and development of an employee shows that, majority (71.6%) of the teacher participants indicated that existence of an environment which allows for personal growth boosts ones level of satisfaction, a smaller number (17.3%) disagreed to this while the least (11.1%) of the teacher participants were undecided on the issue. It is human nature that appropriate environment is provided to the individual at the place of work, it brings about personal growth and development to the employee.

Data was also collected on the level of recognition and encouragement of the teacher. This was posed to the teachers and the head teachers. Human beings by nature require recognition in any form however big or small it may be. This is critically important as argued by Ansu (1984) that teachers feel unhappy because of the negative opinions some people in the society have about education. This is an indication that in most societies people do not value the work of teachers. Data regarding this was collected and presented.

**Response on the level of recognition and encouragement**

<b>Ratings</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	35	43.2
Strongly Agree	18	22.2
Undecided	8	9.9
Strongly Disagree	7	8.6
Disagree	9	12.3
<b>Total</b>	<b>80</b>	<b>100</b>

From Table 4.8, it can be seen that majority (65.5%) of the teachers agreed that level of recognition and encouragement has a link with the level of satisfaction, 20.9% disagreed while the least (8.6%) of the teacher participants were undecided. This implies that a majority of the teachers were in agreement that there is need to recognize and encourage teachers at their places of work while on duty as this helps to boost their level of satisfaction and this is mostly likely to reflect the teacher's positive performance as argued by Griffin (1993).

The level of opportunities to meet personal goals and objectives was also of interest to the researcher in order to establish its influence on the level of job satisfaction. Data on the same is presented

### Rating of teachers on level of opportunities to meet personal goals and objectives to job satisfaction

Ratings	Frequency	Percentage
Agree	34	42.0
Strongly Agree	23	28.4
Undecided	7	8.6
Strongly Disagree	8	9.9
Disagree	9	11.1
<b>Total</b>	<b>80</b>	<b>100.0</b>

Response from teacher participants as shown in Table 4.8 indicates majority (70.4%) were in agreement in that the level of opportunities to meet personal goals and objectives is a contributor to the employees' level of satisfaction, a smaller number (21%) were in disagreement while the least (8.6%) were undecided. It is thus clear that majority of the teachers felt that a teacher needs to be provided opportunities to meet personal goals and objectives. When head teachers were asked the kind of activities that are done in various secondary schools to provide level of opportunities to meet personal goals and objectives, they mentioned some few which are presented in Figure 4.2.

### Factors influencing teacher job satisfaction in secondary schools

This section presents findings from the area of study on the research question that sought to find out factors that influence teacher job satisfaction in secondary schools in the area of study. Data on the same were collected, analyzed and presented.

#### Response by Teachers on Factors influencing teacher job satisfaction

Roles of School Manager in ensuring job satisfaction	SA (%)	A (%)	U (%)	D (%)	SD (%)
Flexible curriculum	10(12.3)	24(29.6)	18(22.2)	11(13.6)	18(22.2)
Interpersonal and intrapersonal relations at school					
Involvement of teachers in decision making in schools	14(17.3)	25(30.9)	11(13.6)	12(14.8)	19(23.5)
Flexible school timetable	21(25.9)	33(40.7)	3(3.7)	11(13.6)	13(16.0)
Fringe benefits	16(19.8)	20(24.7)	7(8.6)	18(22.2)	20(24.7)
Autonomy to perform own duties with no interference	23(28.4)	23(28.4)	7(8.6)	13(16.0)	15(18.5)
Moderate working hours	16(19.8)	38(46.9)	6(7.4)	14(17.3)	7(8.6)
Job security	25(30.9)	37(45.7)	3(3.7)	10(12.3)	6(7.4)
Transfers by school managers	8(9.9)	21(25.9)	18(22.2)	15(18.5)	17(21.0)
Communication network between staff members and the administration	24(29.6)	27(33.3)	4(4.9)	13(16.0)	13(16.0)

As shown in Table 4.12, most (41.9%) of the respondents felt that flexible curriculum is a factor towards job satisfaction, an almost equal number (35.8%) disagreed with the statement while the least (22.2%) were undecided. In response to the interpersonal and intrapersonal relations at school, majority (75.3%) of the participants felt that interpersonal and intrapersonal relations at school is a factor that influence job satisfaction, a smaller number (12.3%) of the participants were both undecided and disagreed to the statement.

From the findings shown almost half (50.2%) the teacher participants felt that involvement of teachers in decision making in schools is a factor to check in case one is to motivate teachers, an almost equal number (48.3%) disagreed to this while the least (13.6%) were undecided. Regarding flexible timetable, majority (66.6%) of the teacher participants felt that indeed it is a factor to job satisfaction because it creates room for one to engage in personal activities that could be geared towards the personal growth and development, a sizeable number (29.6%) disagreed while the least (3.7%) were undecided. This is the same line with the autonomy to perform own duties with no interference. Data on this indicates most (56.8%) agreeing that autonomy is a factor to job satisfaction, a sizeable number (34.5%) disagreed while the least (8.6%) were undecided. Closely related to this are the moderate working hours, 66.7% agreed that it is a contributor to job satisfaction, 25.9% disagreed to the statement while 7.4% were undecided. Worthy payments to an employee returns best fringe benefits. This helps in improving ones livelihoods. Data regarding fringe benefits from the participants indicate 44.5% agreeing that fringe benefit is a factor, 44.4% disagreed while the 8.6% were undecided as shown.

An element of job security was also sought from the field. Data revealed that majority (76.6%) were of the view that job security is a contributing factor to job satisfaction; a small number (18.5%) disagreed while the least (3.7%) were undecided.

The study also posed a question to the participants regarding the transfer of teachers by school managers. In this study therefore, the findings indicated 9.9% strongly agreeing, 25.9% agreed, 40% disagreed while 22.2% were undecided on whether transfers by head teachers had an influence on the satisfaction level of the teachers. This was done in relation to Jackson and Katam (n.d) who indicated that transfer of teachers brought dissatisfaction to the profession and in most cases disrupt learning. The findings contradict that of Jackson and Katam. This could mean that the transfer of teachers in the area of study is not done as a hidden agenda or as a means of punishing a teacher but towards attainment of the teachers' professional development and growth. Closely linked to this is the good achievement of the communication network between staff members and the administration. Data on this saw majority (62.9%) agreeing that good communication network aids in job satisfaction, a sizeable number (32%) disagreed while the least (4.9%) were undecided. A follow up question was therefore posed by the researcher to the participants to find out on the levels of job satisfaction in schools in the area of study. Data obtained is as presented.

## CONCLUSION AND RECOMMENDATIONS

Teacher's job satisfaction has been hit by a number of setbacks and needs to be enhanced, through organization of good induction programs, professional encouragement for the failing teachers, should be emphasized. Head teachers also felt there is need of introducing guidance and counseling for teachers in most secondary schools. Teachers also need to be promoted on merit. Head teachers promised to intensify delegation of teachers in most administrative activities as this will show that they part of the school programs. There is need for give most teachers' further training. This will bring about professional expertise. Teachers also need to be listened and also most schools develop welfare programs to cater for teachers' extra needs.

### Recommendations

The government and other sponsors of secondary schools need to provide sufficient funds, to enable head teachers sustain the human resource in a rightful shape.

The ministry of education science and technology should devise viable means of motivating and satisfying teachers so as to help them build interest and confidence in their profession

School managers need to provide secondary school teachers with workshops and seminars on how to improve on their profession and also how to deal with some of the issues that lead to discouragements.

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