

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Are Teachers Satisfied? An Investigation of the Levels of Job Satisfaction of Public Secondary School Teachers in Kenya

Esther Kemunto Mocheche

Lecturer, Department of Educational Psychology,
Jaramogi Oginga Odinga University of Science and Technology, Kenya

Abstract:

Job satisfaction is a globally important factor in determining organizational climate and subsequent worker productivity. In Kenya, job dissatisfaction is a major concern as evidenced by teacher burnout and the strikes in the teaching fraternity. This study investigated the levels of job satisfaction of public secondary school teachers in Kisii Central Sub-County, Kenya. Maslow's hierarchy of needs and Herzberg's two factor theories guided the present study. The study's target population consisted all 903 public secondary school teachers in Kisii Central Sub County. A sample of 306 was selected by stratified random sampling to obtain a sample that was representative from all the categories of secondary schools followed by stratification according to gender. For qualitative data, twelve secondary school principals were purposively selected. The study adopted a convergent parallel research design with mixed method research approach. Data collection tools were questionnaires (modified Sorensen self-esteem scale and job descriptive index) and interview schedule. Validity was ensured by the assistance of the two supervisors' judgment. Reliability coefficient was computed using Cronbach's Alpha and it was found to be 0.764. Quantitative data was organized using the Statistical Package for Social Sciences (SPSS) version 20.0 and the data was analyzed using both descriptive and inferential statistics. Qualitative data was analyzed using The matic analysis. Findings indicated levels of job satisfaction among secondary school teachers were moderate ($M = 51.2\%$, $SD=4.16$ and $SE = .26$). Further examination of the job satisfaction descriptive results revealed that the teachers who had highest job satisfaction were only at 58.7%, while the teachers with least job satisfaction were at 20.4%. Teachers' service Commission should revise what it pays its teachers to match with the current economic times. This is because the study findings reported that there were moderate levels of job satisfaction. This study recommends further research in gender and efficacy school management among secondary school principals. In addition, qualifications and job retention among public secondary school teachers in Kisii Central Sub-County.

Keywords Levels, Job satisfaction, moderate

1. Introduction

Teachers play an important role in enabling Kenya to achieve the objective of education for all by 2020 (UNESCO, 2014). Babita and Gurmit (2014) highlight that teachers who are not satisfied with their jobs might be less committed and are likely to perform below their capabilities, and that the teaching profession is facing problems related to teachers' job satisfaction. Abdallah, Parasuraman and Uli (2009) also agree that the general perception is that teachers in the government schools are dissatisfied with their profession.

Job satisfaction is a major concern in the world. Kinman & Wray (2014) describe teaching as an emotional activity whereby teachers experience emotional exhaustion, burnout and depersonalization. Reilly, Eithne, Dhingra, Katie and Boduszek (2014) have defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Previous research indicates that job satisfaction is crucial, due to its associations with work performance, physical and mental health, and career decisions (Skaalvik and Skaalvik, 2009). Teachers dissatisfied with their work display lower work commitment, negatively impact on student motivation through emotional contagion, may fail to satisfy their student's needs for autonomy and competence and are at greater risk of leaving the profession (Lüdtke and Baumert, 2008).

In a study in Malaysia, Abdullah Parasuraman and Uli (2009) point out that employee satisfaction has been an important issue for academics and scholars and that high level of absenteeism and staff turnover, low retention have affected various organizations. In addition, in a study in Kiharu Kenya Njiru (2014) has observed that effective teaching to realize educational objectives demanded motivated and satisfied teachers yet majority of teachers in Kenya have portrayed lack of motivation in their places of work. Njiru (2014) further points out that people could not develop their potential if they felt unappreciated. Teaching was considered by many as career progression paths hence opted for more desirable opportunities in private sector, businesses or administrative posts. However, it is not known what the levels of job satisfaction among public secondary school teachers were.

In another study, Wachira and Gathungu (2013) studied job satisfaction factors that influence the performance of secondary school principals in their administrative functions in Mombasa district, Kenya. Part of the results indicated that

principals had a low level of job satisfaction (10%). However, this only studied secondary school principals and little was known about the levels of on job satisfaction of public secondary school teachers in Kisii Central-Sub County.

Kenya Education News (2015) concurs that there was need to ensure employees were satisfied with their jobs as this reduced the rate of absenteeism which was noted through the unions, Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Teachers (KUPPET) frequent agitations, which revealed that teachers were not well paid and kept on bargaining for wage increases for their members. Research in the area of teachers' job satisfaction has focused on the contributors and consequences of job satisfaction. It has been shown that job satisfaction is related to positive outcomes including teacher retention and increased performance. Conversely, low job satisfaction has been related to teacher attrition, absenteeism and poor performance among others (Ofuani, 2010).

In a study in Kenya by Otanga and Mange (2014) revealed that teachers' job satisfaction was low. Other studies (George, Louw & Badenhorst, 2008; Strydom, Nortje, Beukes & Van der, 2012) indicated that teachers had average job satisfaction. In a study in Kisii County, Kisii Central Sub-County Asiago, Okibo, Nyang'au and Ondima (2015) studied effect of non- financial incentives on job satisfaction of teachers in public secondary schools. The target population was 493 respondents, with a sample size of 83. The study used stratified sampling to ensure that the sample was fairly distributed in all schools. The study concluded that 88.6% of the respondents were satisfied with the promotion criteria to a large extent. Therefore the study concluded that promotions were important in improving the job satisfaction of teachers. However, not much is known about the levels of job satisfaction of public secondary school teachers in Kisii Central Sub-County, Kisii County.

Although several studies (Abdullah et al., 2009; Jessen, 2010; Wachira & Gathungu, 2013; Njiru, 2014; Kinman; Wray, 2014 and Asiago et al., 2015) have been done in the education sector, none has been done to investigate the levels of job satisfaction of public secondary school teachers in Kisii Central Sub-county, Kenya. There have been demonstrations by teachers in Kenya, job dissatisfaction has not yet been solved and many teachers are resigning from their jobs.

Given the high number of resignations, it could be a possible indicator of low level of job satisfaction among teachers. It is for this reason that the present study explored the levels of job satisfaction of public secondary school teachers in Kisii Central Sub-County, Kenya.

2. Theoretical Framework

The study was informed by two theories; Theory of self-esteem and two factor theory by Herzberg. Maslow (1954) attempted to synthesize a large body of research related to human motivation, and prior to Maslow (1954), researchers generally focused separately on such factors as Biology; achievement or power to explain what energizers directs and sustains human behavior. Maslow (1954) posited a hierarchy of human needs based on two groupings; deficiency needs and growth needs. Within the deficiency needs each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency.

Maslow (1954) further described two forms of needs: The need for respect from others and the need for self-respect or inner self esteem. Respect from others entails recognition, acceptance, status and appreciation and was believed to be more fragile and easily lost than inner self- esteem. According to Maslow (1954), without fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization.

The present study in addition employed two factor theory by Herzberg, Mausner & Snyderman (1959) as discussed in the next section. Herzberg, Mausner & Snyderman (1959) published a two-factor theory of work motivation. Herzberg's two-factor theory (also known as the motivator – hygiene theory) attempts to explain, satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors- motivators and hygiene factors respectively. The basic tenets of Herzberg's two factor theory (1959) are that job satisfaction and dissatisfaction are separate issues; satisfaction only comes from factors intrinsic to work itself.

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy, & Gomez-Mejia, 2003). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better. Akyeamong and Bennell (2007) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that comes from within a person. Job turnover can result from various conditions such as job dissatisfaction. Job satisfaction is a multi-faceted meaning one can be satisfied in one area but does not necessarily mean satisfaction in all areas.

2.1. Link of the theories to the Study

Herzberg's Two-factor theory has been linked to that of Maslow's hierarchy of needs theory as it suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors. Both Maslow's hierarchy of needs theory (1954) and Herzberg et al., (1959) two factor theory agree that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that comes from within a person.

3. Related Literature

Several studies (Parasuraman et al., 2009; Jessen, 2010 and Wachira & Gathungu, 2013) carried out research on the levels of job satisfaction. The common findings from the studies indicate that the levels of job satisfaction among teachers were generally low.

In contrast Bozeman, Scogin & Stessy (2013) realized that U. S. states, policy related to teacher job satisfaction and retention had not paralleled reform for student achievement. A study of 385 secondary science teachers, situated in one U. S. state's high school system, revealed the relationships between teachers' job satisfaction with working conditions and retention at both profession and school levels. Used a stratified random sampling design to obtain a sample of 385 science teachers. After inclusion in the sample, teachers were asked to complete survey instruments to determine teachers' participation in professional activities and satisfaction with working conditions. Frequency analysis suggested that large proportions of teachers were satisfied with occupational choice and professional colleagues whereas fewer teachers were satisfied with school facilities, equipment and support for informal science. "The proportion of science teachers (N=385) satisfied with 14 different school conditions. The results indicated that large proportions (greater than 90%) of science teachers were satisfied with occupational choice. This is consistent with the result that more than three out of four sampled teachers remained at their respective schools and almost nine out of ten teachers stayed in the profession. In addition, large proportions (greater than 80%) of teachers indicated satisfaction with fellow teachers and administrators" (Bozeman et al., 2013 P, 9). However, risk analysis suggested no statistically significant associations between teacher satisfaction and profession retention.

However, in the reviewed study, Bozeman et al., (2013) only studied Science teachers and a study on the Science teachers cannot be generalized to the entire population hence the need for a study that will involve all the Secondary school teachers Science teachers included. In addition, in the study only questionnaires were used and if both questionnaires and interviews could have been used, then a better understanding of a research problem could have been arrived at than when one uses either on its own. Therefore, the current study used both questionnaires and interviews.

In another study, Jessen (2010) studied job satisfaction and rewards in social services in Norway using a sample size of 445 workers and a modified questionnaire was used to collect data. Statistical tests (One-way ANOVA) for mean differences between the two managerial positions and tests for correlation (Pearson's) were conducted. "The study indicated a high level of overall satisfaction among social service staff in general. 86% confirmed being positively satisfied 60% moderately satisfied and 24% very satisfied. Conversely, 14% did not express any satisfaction" (Jessen, 2010 P. 43). Findings showed no statistical differences between managers and practitioners regarding their overall satisfaction and the study recommended that job organizations should ensure better work environment to buffer the impact of negative attitudes towards the services they provide, and to maintain and strengthen the professional commitment that is required when working in the human services. However, the above reviewed study by Jessen (2010) only used questionnaires while the current study used both questionnaires and interviews and the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself and both 'numbers' and 'stories' about an issue provide a condensed understanding of a problem as well as the details.

In a study in Rohtak India, Tilalk (2013) investigated the present level of job satisfaction among the private and government school teachers. In this research, 50 Government and 50 Private teachers, 100 in total, working in different government & private schools were examined. The obtained data were analyzed based on the descriptive statistics using SPSS Version 16. Independent sample t-test was used in this study to analyze the job satisfaction level among male & female teachers and Government & Private school teachers. The study revealed that there was no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there was no significant difference in the level of job satisfaction of Government and Private school teachers. However, in the study by Tilalk (2013) only questionnaires were used for the study hence gave limited information while the present study used both questionnaires and interviews and when both questionnaire and interviews are used, it gives a better understanding of a problem under study as the 'numbers' and 'stories' complement each other.

In another study Parasuraman, Abdullah and Uli (2009) studied job satisfaction among secondary school teachers in Sabah, Malaysia using a sample of 200 participants who were selected from five schools using probability sampling. A questionnaire was the instrument used and data was analyzed using the Statistical Package for Social Sciences (SPSS) with inferential statistics such as T-tests and F-tests (ANOVA). Pearson's correlation was used to determine the magnitude and direction of association between the dependent and independent variables. "This study reveals that majority of the respondents (81%) had a high level of overall job satisfaction. More than half of the respondents (55.5%) had a high level of facet specific overall job satisfaction. The mean score for the overall job satisfaction was 11.26 and for the facet-specific overall job satisfaction the mean score was 52.19" (Parasuraman et al., 2009 P. 14). Results indicated that secondary school teachers were more satisfied with their job and the study recommended another research based on job satisfaction and the teacher's place of origin. However, in the study Parasuraman et al., (2009) only questionnaires were used for the study while the present study used both questionnaires and interviews. When both interviews and questionnaires are used, more information is availed as the 'numbers' and 'stories' complement each other.

In a study in Diyarbakir, Turkey Maskan (2014) investigated the job satisfaction levels and if the satisfaction levels differed with respect to certain variables. Participants included 297 Science teachers (Physics; 104, Chemistry; 105, Biology; 87 and N/A 1). The research data was collected with a questionnaire form applied to determine the participants' demographic information and with the job satisfaction scale. Data was analyzed using percentages, frequencies, mean scores, standard deviation and t-test. As for comparison ANOVA and Scheffe test were used. According to the mean scores that the teachers received from the job satisfaction scale they had a medium level of job satisfaction. It was also revealed

that the job satisfaction level did not differ depending on the school. Recommended that the Ministry of Education to make teaching profession more favorable and also prevent pre-service teachers from becoming teachers incidentally in Turkey. However, in the reviewed study, only Science teachers were studied and this could not be generalized to the entire population hence the need for another study that will involve all secondary school teachers as was in the present study.

In a study in Botswana Monyatsi (2012) investigated the level of job satisfaction of the teachers of all categories. Due to many changes that had taken place in the education system of the country and internationally, there was a need to find out how these had affected the satisfaction of those tasked to lead secondary schools. The population of the study comprised all categories of primary school teachers, junior secondary school teachers and senior secondary school teachers; that is teachers, senior teachers, heads of department, deputy head teachers, and head teachers in Botswana. The sample consisted of 150 for teachers (50, primary, 50 junior secondary, and 50 senior secondary); 150 for senior teachers (25 primary, 100 junior secondary, and 25 senior secondary), 80 for heads of departments (20 primary, 40 junior secondary and 20 senior secondary), 75 for deputy head teachers (25 primary, 25 junior secondary and 25 senior secondary); and 55 for head teachers (20 primary, 20 junior secondary and 15 senior secondary) selected randomly. A modified version of the Job Descriptive Index (JDI) was used to collect data for this study. The results of this survey, using the Job Description Index (JDI) and the Job in General (JIG) scale as published by Bowling Green State University indicated that teachers were generally satisfied with their jobs. However, in the study by Monyatsi (2012) in Botswana sampling of the respondents was random hence not representative of the sample under study while in the current study sampling was by stratification all through to ensure representativeness of the type of school and also of gender.

In another study Mukuni (2013) studied job satisfaction levels of science teachers in secondary schools of Murang'a East District, Kenya using a sample of 56 science teachers and 14 principals. The research adopted a descriptive survey design in which questionnaires and observation schedules were used and data was analyzed using both quantitative and qualitative methods and finally presented in tables, pie charts and graphs. Results indicated that majority of teachers were dissatisfied with teaching profession (82% teachers) and would leave teaching given an opportunity. The researcher recommended that secondary school principals be trained in professional skills in management in order to be able to resolve conflicts between the school management and teachers. In the reviewed study only studied Science teachers and could not be generalized to all secondary school teachers therefore the current study involved all the secondary school teachers who could be generalized to the entire population.

While in another study Wachira and Gathungu (2013) studied job satisfaction factors that influenced the performance of secondary school principals in their administrative functions in Mombasa, Kenya and the research instrument used was the questionnaire and the sample size was 37. "Data analysis was presented using frequencies and percentages and the results indicated that principals had a low level of satisfaction in their view of their current career opportunities 10%, personal growth and development 16.5% and the realization of their aspirations and ambitions 13.3% of the principals were satisfied with their job opportunities while 0% was extremely satisfied as far as communication and information flow is concerned, 6.7% were not satisfied at all" (Wachira and Gathungu, 2013 P. 9). The recommendations were that the ministry of education should develop an involvement strategy to gain an active support from the secondary school principals to bring about change and a reduction of bureaucracies involved to enhance effective communication between board of governors, the ministry and the principals. However, a study on the principals could not be generalized to all the teachers since they could be having differing levels of job satisfaction, therefore there is need for another study as was with the present study.

4. Methodology

The present study therefore used both qualitative and quantitative data in an effort to confirm, cross-validate or collaborate findings within a single study (Morgan, 2007).

4.1. Research Design

Within mixed method approach, convergent parallel design was adopted in which both qualitative and quantitative data were simultaneously collected, merged and used to understand a research problem. The basic rationale for this design was that one data collection form supplied strengths to offset the weaknesses of the other form and that a more complete understanding of a research problem resulted from collecting both qualitative and quantitative data (Creswell, 2014). Creswell (2014) further points out that the mixed method research gives equal priority to both quantitative and qualitative data.

This study valued both quantitative and qualitative data and saw them as equal sources of information in the study and therefore data was concurrently or simultaneously collected during the study. Finally, the results from the quantitative and qualitative analyses were compared to determine if the two databases yield similar or contrasting results.

4.2. Research Instruments

This study used a questionnaire and interview schedule to collect the required data.

4.3. Questionnaires

Questionnaires were used as data collection instruments because; they are inexpensive, they gather a large amount of data, wide ranging can be well designed, simple and clear and self-administering can be made anonymous and since they are presented on paper format there is no opportunity for interviewer bias (Mugenda and Mugenda, 2009).

4.3. Interview Schedule for the Secondary School Principals

Orodho (2009) points out that an interview schedule is a set of prepared questions designed to be asked exactly as worded. The same questions were asked to each interviewee in the same order. Twelve Secondary school Principals were interviewed in their offices and were audio recorded after they consented (Guest & Laura, 2013). Those that consented to be interviewed filled a consent form, which also informed them of adherence to anonymity, confidentiality and voluntary participation.

The number was considered adequate because if a large number was considered, then issues to do with saturation would crop up. Based on a data set Guest & Laura (2013) found out that saturation occurred within the first 12 interviews although basic elements for the meta-themes were present as early as 6 interviews. The interview process took approximately 45 minutes with each interviewee. Interviews allowed face to face contact between the researcher and the respondent; respondents could seek clarification of questions not clear, researcher could evaluate sincerity and insight of the respondent, allowed the researcher to explain purpose of research. Researcher might also stimulate responses and the researcher addressed language and intellectual differences that might have existed (Mugenda & Mugenda, 2009). The interviewer was also able to probe for more details where there was need.

5. Results and Discussion

Out of the 903 secondary school teachers in Kisii Central Sub-County, a sample size of 306 teachers was selected for the study and were all given study questionnaires. 262 (85.6%) of the questionnaires were returned for analysis. The first objective of the study was to determine the levels of job satisfaction of secondary school teachers.

This was investigated by use of closed ended 5- point Likert-scale job descriptive index questionnaire that was administered to the teacher respondents. The items of the questionnaire were pre-designed to explore the constructs of job satisfaction enshrined within some five facets of job satisfaction. These included satisfaction with co-workers, nature of work itself, pay and remuneration of work, opportunities for promotion at work and supervision at work. The views of the teacher respondents in each facet of work were investigated separately and summarized into percentages.

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Job Satisfaction Level	262	20.40	58.65	51.1958	.25740	4.15836
Valid N (listwise)	262					

Table 1: Teacher' Descriptive Statistics on Overall Level of Job Satisfaction (N=262)

From the descriptive statistics shown in Table 1, the findings of the study have shown that the levels of job satisfaction among secondary school teachers were generally moderate (M = 51.2%, SD=4.16 and SE = .26). Further examination of the job satisfaction descriptive results revealed that the teachers who had highest job satisfaction were only at 58.7%, while the teachers with least job satisfaction were at 20.4%. However, these findings differed with a study in Norway by Jessen (2010) which reported high level overall satisfaction where 16% confirmed being positively satisfied 60% being moderately satisfied and 24% very satisfied. In addition, in Malaysia Parasuraman et al., (2009) established that secondary school teachers were more satisfied with their job. On the other hand, a study in Botswana by Monyatsi (2012) in which part of the results indicated that 85.9% respondents in the teachers' category, 63.5% in the senior teachers' category, 92.7% in the head of department category, 68% in the deputy school heads category, and 76% in the school head category were generally satisfied and it could therefore be concluded that all categories of teachers in Botswana were generally satisfied in their job.

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Job Satisfaction Level	198.899	261	.000	51.19579	50.6889	51.7026

Table 2: One-Sample T-Test Results on Level of Job Satisfaction (N=262)

The study further sought to investigate the different levels of job satisfaction derived from different facets of teaching job in secondary schools. Table 3 summarizes the descriptive statistics for the five facets of job satisfaction that were explored in this study.

Satisfaction facet	N	Minimum	Maximum	\bar{x} Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Co-workers	262	20.40	68.94	51.7109	.41808	6.76716
Work itself	262	22.10	66.94	52.2337	.30475	4.93273
Pay and Remuneration	262	22.10	73.67	49.6637	.47673	7.71647
Promotion opportunities	262	25.50	71.78	50.3069	.48185	7.79943
Supervisions of work	262	22.10	69.00	49.7065	.38350	6.20741

Table 3: Descriptive Statistics for Levels of Job Satisfaction in the Selected Job Facets (N=262)

Table 3 shows that, level of job satisfaction differed in the various job facets. Job facets, pay and remuneration and job supervisions or immediate supervisors' behavior were the factors that elicited least satisfaction or highest dissatisfaction among the secondary school teachers. On the other hand, although none of the facets attracted high satisfaction from the teachers, teaching itself recorded the highest ($M=52.2$; $SE=0.304$ and $SD= 4.93$) satisfaction among the teachers. In conclusion, the findings of the study implied that about half (52%) of the secondary schools' teachers in Kisii Central Sub-County were satisfied with their job which was mainly explained by teaching itself as satisfying. The main reason for dissatisfaction was established to be inadequate pay and poor supervision of the job. In contrast, in Malaysia a study by Parasuraman et al., (2009) reported that majority of the respondents (81%) had a high level of overall job satisfaction. More than half of the respondents (55.5%) had a high level of facet specific overall job satisfaction. The mean score for the overall job satisfaction was 11.26 and for the facet-specific overall job satisfaction the mean score was 52.19.

These findings concur with the qualitative data findings in the Secondary school principals that took part in the interview. When asked if he has seen teachers leave the teaching profession in the past two years, P_1 revealed:

Yes, they have left for greener pastures. Like me if I get where I can be paid well, I will just quit. Like one left and joined the County Government (P_1).

Respondent P_1 indicated that levels of job satisfaction were low and that some of his teachers had left for greener pastures and even him he was willing to leave if he could get a job that paid him well; an indication that teachers were not paid well. Similarly, in Albania, a study by Rapti & Karaj (2012) indicated that pay rise and provision of supplementary financial rewards would contribute to an increasing level of satisfaction. Further, In Ethiopia, a study by Mengistu (2012) reported that to overcome this challenge (inadequate pay) some teachers generated an additional income for their families to survive while in Benin by Ofuani (2010) established that low job satisfaction has been related to teacher attrition, absenteeism and poor performance among others. In addition, the study agreed with a study in Kenya by Mukuni (2013) reported that majority of the teachers were dissatisfied with the teaching profession (82%) and would leave teaching given an opportunity.

When asked if P_9 had witnessed teachers leaving the teaching profession, he revealed:

Yes I have teachers who have left to join the County government, another left to join teaching at the university (P_9)

Respondent P_9 indicated that two of his teachers had left for other jobs where one teacher got a job with the County government and another one got a job at the University. Similarly, in a study in Benin, Ofuani (2010) reported that low job satisfaction had been related to teacher attrition, absenteeism and poor performance among others. In addition, in a study in Kenya by Mukuni (2013) indicated that a majority (82%) of the teachers were dissatisfied and could consider quitting given an opportunity. Further, in Kenya Muguongo et al., (2015) indicated that the main reason as to why the secondary school teachers were dissatisfied was compensation and this could have been the reason for teachers leaving the profession. Further, in the USA Watlington, Shockley, Guglielmino, & Felsher (2010) reported that 50% of replacement teachers themselves left the profession within five years. In addition, in Albania Rapti & Karaj (2012) reported in their study that young teachers were more dissatisfied from their job than elder ones. In contrast, Monyatsi (2012) indicated that in Botswana all teachers seemed satisfied with their job.

When asked if he was satisfied or dissatisfied P_4 revealed through verbatim quotations:

I am dissatisfied in this job where society has never had a soft spot for the teaching profession. If I had an opportunity, I could quit even yesterday. This society and government do not value teachers at all. Parents whom we handle their children have not supported and respected us so well and therefore where you are not appreciated you are not satisfied and you want to venture into other areas where people can appreciate you is when you can work with satisfaction (P_4).

Respondent P_4 revealed through verbatim quotations that he would have left the teaching profession a long time ago only that he did not have where to go in terms of no any other job. Respondent P_4 further revealed that both society and government did not value teachers. Similarly, in Spain Briones (2010) found out that there was a growing lack of respect and appreciation for teachers. In addition, in study in Ethiopia by Mengistu (2012) has shown that as regards recognition,

teachers were not satisfied with their status and with the absence of respect from the students, the parents and their supervisor. Further, a study in South Africa by Dehaloo (2011) has reported that teachers spent a lot of time in school and it was their social circle and hence should have healthy relationships with students, peers and school administration. Meaningful interpersonal relationships were essential for learner success. Such relationships included but were not limited to teamwork, joint decision-making, amiable superior-subordinate relations, praise and recognition, appreciation of work done, learner co-operation and good academic performance, empowerment opportunities through fair delegation of tasks, and parental support. This finding is consistent with findings from previous studies (Papanastasiou & Zymbelas, 2006). The teachers' in Papanastasiou and Zymbelas's (2006) study reported that they were dissatisfied with the lack of respect, status, and recognition from their society. The teachers in the study by Papanastasiou & Zymbelas (2006) believed that their poor status was related to their poor salaries. In addition, the teachers believed that more freedom was given to the students than to the teachers, and this affected the students' perceptions of their teachers.

In comparison to the study by Garrett and Ssesanga (2005) in Uganda, the similarities included the fact that the teachers believed they were not appreciated and recognized for their efforts and achievements by their supervisors, and this caused their dissatisfaction. Further, in Kenya Wachira and Gathungu (2013) reported that secondary school principals were at a low level of job satisfaction.

These findings however, partly differed with a study that was carried out in Sabah, Malaysia by Parasuraman et al., (2009) who established that secondary school teachers were more satisfied with their job. Parasuraman et al., (2009) further argued that work dimensions included in this study were: working conditions, pay, supervision, co-workers, and promotions and work itself. The study revealed that the teachers were generally dissatisfied with their pay and their working conditions. On the other hand, they expressed general satisfaction over other work dimension such as supervision, promotions, and co-workers and work itself. This implied that pay and working conditions were the two main dissatisfiers among secondary school teachers. In addition, a study by in Ethiopia by Ahmed et al., (2013) in which more than half of the respondents claimed satisfied about their job which was explained by helping the needy and professional gratification in which more than a third of the participants were dissatisfied mainly due to inadequate salary and lack of adequate interaction with another health care team member.

In conclusion, the findings of the study have shown that the levels of job satisfaction among public secondary school teachers were generally moderate ($M = 51.2\%$, $SD=4.16$ and $SE = .26$). Further examination of the job satisfaction descriptive results revealed that the teachers who had highest job satisfaction were only at 58.7%, while the teachers with least job satisfaction were at 20.4%.The level of job satisfaction differed in the various job facets. Job facets, pay and remuneration and job supervisions or immediate supervisors' behavior were the factors that elicited least satisfaction or highest dissatisfaction among the secondary school teachers. On the other hand, although none of the facets attracted high satisfaction from the teachers, teaching itself recorded the highest ($M=52.2$; $SE=.0.304$ and $SD= 4.93$) satisfaction among the teachers. In conclusion, the findings of the study implied that about half (52%) of the secondary schools' teachers in Kisii Central Sub-County were satisfied with their job which was mainly explained by teaching itself as satisfying. The main reason for dissatisfaction was established to be inadequate pay and poor supervision of the job. Teachers' service Commission should revise what it pays its teachers to match with the current economic times. This is because the study findings reported that there were moderate levels of job satisfaction. This study recommends further research in gender and efficacy school management among secondary school principals. In addition, qualifications and job retention among public secondary school teachers in Kisii Central Sub-County.

6. References

- i. Asiago, L.S., Okibo, W., Nyang'au, A. & Ondima, C. (2015). Effect of Non-Financial Incentives on Job Satisfaction of Teachers in Public Secondary Schools-Survey of Kisii Sub County. *Journal of Education and Practice*, 6(13), 62-71.
- ii. Abdullah H. D. & Aionon M. (2008). *Guide To Using Motivational Theory in Work*. Kuala Lumpur: PTS Professional Publishing Sdn. Bhd.
- iii. Akyeampong, K. & Bennell, P. (2007). *Teacher motivation in Sub-Saharan Africa and South Asia*. Brighton, UK: Department of International Development.
- iv. Babita, A. & Gurmit, S. (2014). Teacher effectiveness and self-confidence as predictor Of burnout among male Secondary School Edubeam. *Multidisciplinary-Online Research Journal* 11(1), 2320-2341.
- v. Bozeman, T.D. Scogin, M. & Stuessy, N. (2013). Job Satisfaction of High School Science Teachers: Prevalence and Association with teacher Retention. *Electronic Journal of Science Education*, 17 (2), 10-19.
- vi. Briones, E. Tabemero, C. Arenas, A. (2010). Job Satisfaction of Secondary School teachers: Effect of Demographic and Psycho-Social factors. *Journal of Education and Practice*, 26 (2), 115-122.
- vii. Creswell, J. W. (2014). *Research design: Qualitative and Quantitative and mixed method Approaches*. Thousand Oaks, C.A: Sage.
- viii. Dehaloo, G. (2011). *The motivation and job satisfaction of Secondary School Teachers in Kwaulu-Natal: An Education Management Perspective*. (Unpublished doctoral thesis), University of South Africa.
- ix. Garrett, R. M. & Ssesanga, K. (2005). Job satisfaction of university academics: Perspectives from Uganda. *Higher Education*, 50(1), 33-56.
- x. George, E., Louw, D. & Badenhorst, G. (2008). Job satisfaction among Secondary School Teachers in Namibia. *International Journal of Education and Research* 2(7), 345-356.
- xi. Guest, Arwen, B & Laura, J. (2013). How many interviews are enough? An experiment With data saturation and variability. *Field Methods*, 18 (1), 59-82.

- xii. Herzberg, F., Mausner, B. & Snyderman, B. (1959). *The motivation to work*. (2nd ed.). New York: John Wiley & Sons.
- xiii. Jessen, J. J. (2010). Job satisfaction and social rewards in the social services. *Journal of Comparative Social Work*, 4 (3), 38-49.
- xiv. Kenya Education News (2015). Service from EIN News, Media Monitoring & Online Newseducation.einnews.com/country/Kenya.
- xv. Kinman, G. & Wray, S. (2014). Emotional Labor and Job Satisfaction in the UK Teachers: The Role of Workplace Social Support. *Journal of Educational Psychology*, 31(7), 843-856.
- xvi. Lüdtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of Instruction: The important role of self-regulatory patterns. *Journal of educational psychology*, 100(3), 702-716.
- xvii. Maskan, A.K. (2014). Job Satisfaction Levels of Secondary School Physics, Chemistry, and Biology. *Teachers Journal of Educational Research and Reviews*, 9(22), 1173-1181.
- xviii. Maslow, A. (1954). *Motivation and Personality* New York: Harper and Row.
- xix. Mengitsu, G. K. (2012). Job Satisfaction of Secondary School teachers in Ethiopia.(Unpublished PhD Thesis). University of South Africa, South Africa.
- xx. Monyatsi, M. (2012). The level of job Satisfaction of Teachers in Botswana. *European Journal of Educational Studies*, 4(2), 219-232.
- xxi. Morgan, D. (2007). Paradigms Lost and Paradigms Regained: Methodological Implications of combining Qualitative and Quantitative Method. *Journal of Mixed Methods in Research*; 1(48)52-59. DOL:10.1177/2345678906292462.Retrieved from <http://mmr.sagepub/cgi/content/abstract/1/1/48>
- xxiv. Mugenda, O.M. & Mugenda A.G. (2009). *Research Methods, Quantitative and Qualitative Approaches*. Nairobi ACTS Press.
- xxv. Muguongo, M.M. Muguna, A.T Muriithi, D.K. (2015). Effects of Compensation on Job Satisfaction among Secondary school teachers in Maara sub-County, Tharaka Nithi County, Kenya. *Journal of Human Resource Management Science*, 3 (6) 47-59.
- xxvi. Mukuni, C. (2013). Job Satisfaction of Science teachers in Public Secondary Schools in Murang'a East District, Murang'a County, Kenya. (Unpublished Master's Thesis). Kenyatta University.
- xxvii. Njiru, L.M. (2014). Job satisfaction and motivation among teachers of Kiharu District in Kenya. *Mediterranean Journal of Social Sciences*. 4(5), 135-152.
- xxviii. Ofuani, F.N. (2010). An analysis of factors affecting job satisfaction of women in paid employment in Benin city. *Edo of Counseling*, 3(1), 11-18.
- xxix. Orodho, J.A. (2009). *Education and Social Sciences Research Methods*. Nairobi: Masola
- xxx. Otanga, H. & Mange, D. (2014). Contribution of Personal characteristics and school Context factors to job satisfaction among Primary School Teachers in Coast Province, Kenya. *International Journal of Education & Research*, (7), 469-480.
- xxxi. Papanastasiou, E. & Zembylas, M. (2006). Sources of teacher job satisfaction and dissatisfaction in Cyprus. *Compare*, 36(2), 229-247.
- xxxii. Rapti, E., & Karaj, T. (2012). The relationship between job satisfaction, demographic and school characteristics among basic education teachers in Albania. *Problems of Education in the 21st Century*, 45(4), 73-80.
- xxxiii. Reilly, E., Dhingra, K., & Boduszek, D. (2014). Teachers' self-efficacy beliefs, self-esteem, and job stress as determinants of job satisfaction. *International Journal of Educational Management*, 28(4), 365-378.
- xxxiv. Skaalvik, E.M and Skaalvik, S. (2009) "Does School context matter? Relations with Teacher burnout and job satisfaction" *Teaching and teacher Education*, 25(3), 518-524.
- xxxv. Strydom, L., Nortjé, N., Beukes, R., Esterhuysen, K. & van der Westhuizen, J. (2012). Job Satisfaction amongst teachers at special needs schools. *South African Journal of Education*, 32(3), 255-266.
- xxxvi. Tilak, R.L. (2013). Job satisfaction among teachers of Private and Government Secondary schools: A comparative analysis. *International Journal of Social Science & Interdisciplinary Research*, 2 (9), 151-158.
- xxxvii. UNESCO (2014). *Education for All Global Monitoring Report*. Retrieved from <http://www.efa.report.unesco> Unesco Publishing.
- xxxviii. Wachira H. & Gathungu J. (2013) Job satisfaction factors that influence performance of Secondary school principals in their administrative functions in Mombasa district Kenya. *International Journal of Education and Research*. 1(2), 81-106.
- xxxix. Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance*, 36(1), 22-37.