Teachers Related Factors that Influence Secondary School Teachers Job Satisfaction Levels in Public Secondary Schools in Mombasa District, Kenya

Murage, W.S1*, and Kibera, W.L2

1Department of Educational Administration, Economics and Planning, Pwani University, P. O. Box 195-80108, Kilifi. Tel: +254722 884 522
2Department of Educational Foundations, University of Nairobi, P. O. Box 90106 Tel: 254 722 474 6087

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Job satisfaction has been linked to various teacher's characteristics including commitment, absenteeism, turnover, efficiency and productivity. A Job satisfaction level among teachers has been low due to many factors. The purpose of this study was to investigate teacher related factors that influence job satisfaction levels in public secondary schools in Mombasa District of Kenya. The study used a descriptive research design. The study was undertaken in 35 public secondary schools using a sample of 320 teachers which was selected using stratified random sampling technique. Data were collected using questionnaires. Data were analyzed using inferential statistics. Hypotheses were tested at alpha level of 0.05. Results of the hypotheses indicated that there was no significant relationship between job satisfaction of teachers and the demographic variables of gender, age, marital status, academic qualification and professional grade. Significant relationship was found between job satisfaction levels and variables of age and teaching experience. Multiple regression analysis revealed that age and teaching experience were the best predictors of teacher's job satisfaction.

Key words: Teachers, Related factors, Influence, Job satisfaction, Secondary Schools

INTRODUCTION

Job satisfaction of teachers has been a focus of attention for educational researchers; this is because of links between job satisfaction and organizational behavior such as commitment, absenteeism, turnover, efficiency and productivity. Researchers have studied the connection between teacher’s demographic variables and job satisfaction. Harris (2006) suggested that levels of job satisfaction felt by teachers in similar work environment can vary from one individual to another. Demographic factors may play a role in the level of job satisfaction perceived by teachers. Koustelios (2001) suggested four variables that have significant interaction with teachers job satisfaction namely gender, age, educational level and years of experience.

*Corresponding author E-mail: susanmwaka89@yahoo.com

Teachers play a very crucial role in achieving the objectives of Kenya’s vision 2030. Teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities. Teaching profession is facing problems related to teachers’ job satisfaction (Michaelowa, 2002). The general perception is that teachers in the government schools are dissatisfied with their profession (Muhammed, 2009).

Gender differences in job satisfaction have been extensively researched and no conclusive evidence has been found with regard to the levels of job satisfaction among men and women. Crossman and Harris (2006) reported that female teachers are more satisfied with their working conditions than males.

Age can have a significant relationship with job satisfaction. Older workers appear to have greater satisfaction with their job than younger workers. Crossman and Harris...
identified significant differences in job satisfaction between age groups but the levels fluctuated from highest among teachers aged 22-30, lowest among 31-40 age group and higher again for the 41-50 age groups. Mertler (2002) reported similar fluctuations. Kalleberg (1983) suggests that job satisfaction increases until age 40 then levels off, and then increases again when employees reach their late 50s.

Bedein (1992) suggested that years of experience in the job may be a better predictor of job satisfaction than age. Teachers with up to eleven or more years experience reported higher job satisfaction than those with 6-10 years experience. The most experienced teachers were more satisfied than the least experienced. Recent studies by Crossman and Harns (2006) reported similar findings, with satisfaction high for early career teachers, steadily lower for those with between 6 and 10 years experience and rising for teachers with more than 10 years experience.

Literature reviewed showed no consensus on the influence of demographic characteristics, such as gender, age, marital status, years of experience and education levels on teachers' job satisfaction. This study is aimed at determining the influence of demographic variables on the job satisfaction of teachers in public secondary schools in Mombasa district, Kenya.

Purpose of the study

The purpose of the study was to determine the relationship between teachers related factors that influence secondary school teachers' job satisfaction levels in public secondary schools in Mombasa District, Kenya.

Objectives of the study

The following objectives guided the study:

i. To determine the relationship between teachers job satisfaction and gender.
ii. To determine the relationship between teachers job satisfaction and age.
iii. To determine the relationship between teachers job satisfaction and marital status.
iv. To determine the relationship between teachers job satisfaction and academic qualifications.
v. To determine the relationship between teachers job satisfaction and teaching experience.

Hypotheses of the study

The following null hypotheses guided the study:

H1: There is no significant relationship between graduate teachers job satisfaction levels and gender.
H2: There is no significant relationship between graduate teachers job satisfaction levels and age.
H3: There is no significant relationship between graduate teachers job satisfaction levels marital status.
H4: There is no significant relationship between graduate teachers job satisfaction levels and academic qualification.
H5: There is no significant relationship between graduate teachers job satisfaction levels and teaching experience.

METHODOLOGY

The design of the study was descriptive survey. The purpose of descriptive surveys according to Ezeani (1998) is to collect detailed and factual information that describes an existing phenomenon. The target population sample consisted of 320 teachers, 218 females and 102 males selected by both random and stratified sampling methods. The National Education Association (N.E.A.) small sample formula was applied to estimate the minimum sample size. The questionnaire was developed and used to gather data for this study.

Part one of the questionnaire required the respondents to answer questions on demographic variables. Part two of the questionnaire measured levels of job satisfaction. Data was analyzed using inferential statistics. The hypothesis on significant relationships was tested using chi-square test and multiple regression analysis was used to estimate independent contributions of different factors to variations in teacher's job satisfaction.

Theoretical Framework

The theoretical basis for this study is drawn from Herzberg motivation-hygiene theory of work motivation (1968). The two factor theory gives an insight into what factors lead to job satisfaction known as job satisfiers and factors which do not lead to job-satisfaction known as dissatisfiers. Herzberg distinguishes between motivator and hygiene factors as mutually exclusive. Environmental factors (or job content related) such as policy, salary and physical working conditions are identified as dissatisfied which are separated from satisfiers (or job-content related factors) such as achievement.

Both intrinsic and extrinsic factors affect teacher’s satisfaction. For teachers intrinsic satisfaction can come from classroom activities and daily interactions with students. Teacher’s characteristics like perceptions of their work place conditions are intrinsic factors affecting teacher satisfaction (Smith, 1991). Several studies have found that intrinsic factors are related to both attrition and satisfaction in both teaching as well as other professions (Boe and Grifford, 1992). Intrinsic factors play a role in motivating individuals to enter the teaching profession.
Extrinsic factors have been associated with teacher’s satisfaction. Salary, support from administration, school size and resources among others (Bobbit, 1994). Poor working conditions have demoralized the teaching profession (Choy, 1993).

This study lays emphasis on teacher’s factors in relationship to job satisfaction. These factors include age, gender, marital status teaching experience and teacher’s level of education. The researcher will find out if Herzberg theory applies in case of Mombasa in regard to teachers factors.  

RESULTS AND DISCUSSIONS

H1: There is no significant relationship between graduate teachers’ job satisfaction levels and gender

To test this hypothesis, chi square test was carried out to determine whether teachers’ self-ratings on job satisfaction differed across gender. Table 1 presents the chi-square test results on teachers’ job satisfaction across gender. 

The chi-square value obtained was 1.52 which is less than the critical value of 3.84. The null hypothesis is therefore accepted that gender is not a significant determinant of teachers’ job satisfaction. This findings support the research done by Michaelowa (2002) and Oshagbemi (2000) whose studies have shown that gender is not related to job satisfaction. It is therefore appropriate to conclude that gender does not determine the level of job satisfaction among the graduate teachers.

H2: There is no significant relationship between graduate teachers’ job satisfaction levels and age

Most studies have concluded that overall job satisfaction is positively and linearly related to age. The results of chi-square analysis on job satisfaction levels and age are presented in Table 2.

The chi-square value obtained is 12.32 which is greater than the critical value of 9.48. The null hypothesis is therefore, rejected and the alternative hypothesis is accepted, that there is a significant relationship between the levels of job satisfaction among graduate teachers’ and their age. The results of this hypothesis support research done by Harris (2006) that age has a significant relationship with job satisfaction. In Kenya similar findings were reported by Ingolo (1991), Sogomo (1993), and Madera (1995)

H3: There is no significant relationship between graduate teachers’ job satisfaction levels and marital status

Studies have shown that married employees are known to have fewer absences, less turnover and have higher levels of job satisfaction. Married people tend to be more committed to their work in order to support their families. The results in Table 3 shows the chi-square test results on teachers’ job satisfaction levels and marital status.

The calculated chi-square value 3.96 is less than the critical value of 5.99 the null hypothesis is therefore accepted that there is no significant relationship between levels of job satisfaction among graduate teachers and their marital status. Although there was no significant relationship between levels of job satisfaction and marital status married teachers had slightly higher levels of job satisfaction than the single teachers. These findings support similar studies by Ingolo, (1991) Dinham (1994) and Garret (1999).

H4: There is no significant relationship between graduate teachers’ job satisfaction levels and academic qualification.
Many researchers have found a positive relationship between academic qualification and job satisfaction. The analysis on the hypothesis that there is no significant relationship between graduate teachers’ job satisfaction levels and academic qualification is presented in Table 4.

The chi-square value is 2.87 which was less than the critical value of 5.99 at 2 degrees of freedom, hence the null hypothesis is therefore accepted that there is no significant relationship between levels of job satisfaction and academic qualification. The conclusion was drawn that teachers academic qualification does not significantly influence job satisfaction of teachers in public secondary schools. These findings support the studies by Cano and Miller, 1992; Nestor and Leary, (2000). Salary differences between teachers with a bachelors degree and a Masters degree is marginal and may not warrant significant differences in perception of job satisfaction.

H5: There is no significant relationship between graduate teacher’s job satisfaction levels and teaching experience.

Table 5 presented the chi-square test results between graduate teacher’s job satisfaction levels and teaching experience.

The analysis of the hypothesis above shows that the chi-square value is 15.23 which is greater than the critical value of 7.81 at 3 degrees of freedom. The null hypothesis is thus rejected. It is therefore; appropriate to conclude that teachers’ years of experience were significantly related to their level of job satisfaction. Nkechi (2009) reported comparable findings for teachers’ in Nigeria.

Multiple regression analysis of teacher’s demographic factors and overall job satisfaction

There were 5 independent variables in this study. To determine whether these variables could predict teachers job satisfaction, ordinary least squares multiple regression analysis was conducted on these variables against the dependent variable (teacher job satisfaction score) using the enter method.

The analysis in Table 6 shows the results of multiple regression analysis of teachers’ demographic variables and overall job satisfaction.

Findings in Table 6 show that out of 5 independent variables, 2 were found to significantly predict the teachers job satisfaction at P< 0.05 with a strong model fit of R2= 0.924 (implies that these variables predict 94.2% of teachers job satisfaction). The significant predictors were age and teaching experience.
Table 5. Chi-square test results on graduate teacher's job satisfaction level and teaching experience.

<table>
<thead>
<tr>
<th>Level of satisfaction</th>
<th>Teaching Experience</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 5 yrs</td>
<td>%</td>
<td>5-10 yrs</td>
<td>%</td>
<td>10-20 yrs</td>
</tr>
<tr>
<td>Not Satisfied</td>
<td>30</td>
<td>50</td>
<td>50.7</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Satisfied</td>
<td>30</td>
<td>50</td>
<td>49.3</td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
<td>100</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

($X^2$ value = 15.23, df = 3, Sig = 0.05)

Table 6. Multiple regression analysis of teacher demographic characteristics and overall job satisfaction.

<table>
<thead>
<tr>
<th>Predictors (independent variables)</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.132</td>
<td>0.274</td>
</tr>
<tr>
<td>Gender</td>
<td>-0.373</td>
<td>0.714</td>
</tr>
<tr>
<td>Age</td>
<td>4.457</td>
<td>0.000</td>
</tr>
<tr>
<td>Marital status</td>
<td>1.953</td>
<td>0.068</td>
</tr>
<tr>
<td>Academic qualifications</td>
<td>-2.556</td>
<td>0.021</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>-3.835</td>
<td>0.001</td>
</tr>
</tbody>
</table>

between the levels of job satisfaction among graduate teachers and the independent variables of gender, marital status, and academic qualification. The following factors were found to have significant relationship with teacher’s job satisfaction levels, age and teaching experience. The results of multiple regression analysis indicated that age and teaching experience can be used to predict job satisfaction among graduate teachers.

The implication of these findings is that it is imperative of government and all stakeholders in education to ensure a high level of career satisfaction for highly qualified and experienced teachers. One of the ways to ensure a high level of satisfaction for these teachers is by enhanced salary. This is needed to satisfy the materialistic need of the teachers and also improve the public image and self esteem of teachers. Better working conditions are also advocated. These measures are necessary in order to ensure highly qualified and very experienced teachers are retained in the schools. It is also important to note that implementation of these measures will minimize teachers’ turn over and burnout.

Recommendations

The following recommendations were made based on the findings and conclusions of the study:

1. Teachers with high level of experience should be properly compensated and awarded higher salaries to motivate them in their profession.
2. Graduate teachers should be well remunerated and motivated in order to retain them in the teaching profession.
3. Teachers should be promoted and offered relevant opportunities for training in their respective fields of specialization.

REFERENCES


