

**FACTORS INFLUENCING TEACHERS' JOB SATISFACTION IN
PRIMARY SCHOOLS. A CASE OF ISEMBE NORTH DISTRICT,
KENYA.**

By

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ABSTRACT

Primary school teachers desire security, recognition, new experience and independence otherwise they do not perform accordingly. To achieve the above, there is need to understand factors associated with teachers' job satisfaction since it is a multifaceted phenomenon which is primarily a dependent variable involving personal, organizational and social aspects. The study aimed at identifying factors influencing primary teachers' job satisfaction and suggests feasible strategies so as to increase and maintain high levels of job satisfaction. To what extent is job satisfaction influenced by the kind of work being done (intrinsic), the conditions of the work (extrinsic) and more so demographic factors such as gender, age, level of education, marital status and job experience. Attempts were made to find the relationships between the variables and job satisfaction and to identify those which account for maximum variance in job satisfaction of teachers in both public and private schools. The research findings would be of great importance to all education stake holders in their pursuit of improving of primary teachers levels of job satisfaction, who will in turn benefit positively from satisfied teachers. The study applied descriptive statistics where discrete data was used. Survey design was used as it measures variables by asking teachers questions and then examining relationships among variables. The target population was 1106 primary school teachers in 95 schools in Igembe North District. Stratified sampling method was used to get a sample size of 30 schools targeting 300 teachers. Purposive sampling method was carried out to ensure inclusion of primary schools in urban and rural areas equitably covering the whole district. Data was collected through visits to schools and respondents were personally detailed about the purpose of the study and all other queries of the respondents before administering the questionnaire which had five main questions. Data was analyzed using Statistical Package for Social Sciences (SPSS) and presented using frequency tables and figures. The analyzed data was interpreted, conclusions made and recommendations availed. From the research findings, it was evident that teachers were significantly dissatisfied both in public and private primary schools. Seemingly, teachers are satisfied with co-workers behaviour, physical environment and management behaviour. Social cultural practices, poor parental support, pupils' behaviour and pay and reward were identified as the key factors that account for dissatisfaction among teachers. High pupil enrolment rate, understaffing and parents high illiteracy levels were pinpointed as the major hindrances to enhancement of primary schools teachers' job satisfaction. Teachers Service commission and management of private primary schools should employ more teachers, improve teachers' salaries and other benefits and sensitise parents to be more involved in education matters. Ministry of Education should legislate appropriate policies that enhance teachers' job satisfaction in primary schools especially those relating to pupils discipline.