

**DETERMINANTS OF JOB SATISFACTION AMONG
TEACHERS OF LEARNERS WITH SPECIAL
EDUCATIONAL NEEDS IN INTEGRATED PUBLIC
PRIMARY SCHOOLS IN KIRINYAGA COUNTY, KENYA**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

I dedicate this thesis to my dear wife Maria and my mom Grace.

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I would wish to extend my gratitude to Teacher Service Commission for granting me study leave.

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ABBREVIATIONS AND ACRONYMS

EARC :	Education Assessment and Resource Center
EFA :	Education For All
GOK :	Government of Kenya
KIE :	Kenya Institute of Education
KISE :	Kenya Institute of Special Education
MDGs :	Millennium Development Goals
NGO :	Non-Governmental Organization
ROK :	Republic of Kenya
SNE :	Special Needs Education
TSC :	Teachers' Service Commission
UNDP :	United Nations Development Programme

ABSTRACT

The purpose of this study was to investigate the determinants of job satisfaction among teachers of learners with special educational needs in integrated public primary schools in Kirinyaga County, Kenya. The study employed descriptive survey design. Purposive sampling technique was used. A sample of 33 teachers, 11 male and 22 female, participated in the study. The main instrument used in the study was a questionnaire. Data collected was analyzed by the use of Statistical Package for Social Science (SPSS) version 12.0. The data was presented in percentages, mean, standard deviation, graphs and tables. The study findings showed that the determinants of job satisfaction among teachers of learners with special educational needs were sort of work done in the integrated schools, relationship with colleague teachers, job security, pupil teacher ratio, accomplishment, support from the Education Assessment and Resource Center (EARC) and prestige within the working class in the county. The factors influencing job dissatisfaction included special allowance, the physical facilities, procurement of resources, teaching and learning materials, current salaries and slim promotion opportunities. The strategies for enhancing job satisfaction were provision of competitive salary and fringe benefits, fair opportunities for promotion and advancement, good relationship with colleagues, accessible and supportive supervisors, support services from the EARC officers, involved in decision making and teacher oriented policies. The recommendations made included the need to improve the working conditions in the integrated public primary schools, recognition and adequate promotion to the teachers as well as provision of sufficient teaching and learning materials by the government and other stakeholders.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter entailed the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions, significance of the study, limitations and delimitations, assumptions of the study, theoretical and conceptual framework and operational definition of terms.

1.1 Background to the Study

Studies on job satisfaction can be traced back approximately two centuries ago when industrial revolution begun in the United States. Most of these studies focused on maximizing workers output. During the scientific management era, Taylor (1911) studied employees and ways of training them. He highlighted that increased production would be achieved by having clear daily tasks, standard condition of work and high pay for well accomplished work. Study of employees' positive or negative reaction to their jobs began to take hold when Elton Mayo first studied the effect of lighting on employees' performance (Bruce & Blackburn, 1992). Mayo later included factors such as temperature, fatigue, breaks and working hours. Studying employees and providing them with more attention increased their productivity and motivation. The main importance of job satisfaction include the human values that are important in orienting the organization by respecting and treating their staff, the behavior of the employees as it impacts on the organization and the assessment of

employee satisfaction in indentifying the areas in need of improvement (Spector, 1997).

Many studies have been carried out in developed countries mainly focusing on multidisciplinary professions. In America special education teachers occupies the 8th position among the top ten jobs in terms of job satisfaction which is lower compared to the general teachers (Smith, 2007). In spite of this, there are a high percentage of teachers who quit working in this field (DeVito, 1998). In Turkey special education teachers highlighted that lack of audio-visual teaching aids, ineffective assessment, students' attitudes towards their classrooms, extra tasks, low income and the huge amount of paperwork as the factors affecting job satisfaction (Ari & Sipal, 2009). In china, teacher retention is a growing concern due to the problem of net movement of teachers out of teaching profession into commercial sector where working conditions are better and opportunities for advancement numerous (Sargent & Hannum, 2006). In Africa job dissatisfaction among teachers has been reported in many countries. In Nigeria, teachers feel that they are cheated, underpaid and made to work in unsecure condition where the government pays less attention to their dignity and self esteem (Ololube, 2006). In Ghana, primary school teachers' motivation has declined in the recent years (Bennell & Akyeampong, 2007). The same is happening to teachers in Tanzania (Ngimbudzi, 2009).

Education is prerequisite to national development. The Government of Kenya recognizes the importance of Special Needs Education (SNE) in accelerating the attainment of Education for All (EFA) and the Millennium Development Goals (MDGs). Special Needs Education in Kenya was pioneered by churches,

voluntary and charitable organizations (Ndurumo, 1993). It started after the end of the Second World War and has since been mainly offered to four categories of children with disabilities namely the hearing impaired, mentally handicapped, visually impaired and the physically handicapped. Education of these children was offered in special school until the 1970s when special units and integrated programs were established. The Government of Kenya in draft policy on special needs education proposes expansion of categories of learners with Special educational needs to include learners with cerebral palsy, learners with autism, emotional and behavioral disorders, specific learning difficulties, multiple handicap, deaf blind, children living on the streets, orphaned, children heading households, abused and displaced/refugee learners (GOK, 2008).

Education opportunities for Special needs education are a major challenge to the education sector. Currently there are over 1100 special units and 100 public special schools in the country (GOK, 2008). Although the Ministry of Education has made progress in provision of educational services for persons with special needs, it has also faced various challenges which include lack of data on children with special, lack of a comprehensive policy on Special needs education and proper guidelines on mainstreaming of Special needs education, lack of appropriate tools and skills for early intervention and assessment, inappropriate physical infrastructure, inadequate learning/teaching facilities, inadequate skilled manpower and inappropriate placement of children with special needs and disabilities (GOK, 2008). Special education teachers in Kenya are trained at Kenya Institute of Special Education (KISE), Kenyatta

and Maseno Universities as well as in private universities like Mount Kenya University among others. It is estimated that in 2003 there were 4255 Special education teachers trained against an estimated 1.8 million learners with Special needs education requirements. The Ministry of Education acknowledges it faces various challenges in respect to capacity building and human resource development especially in Special needs education (GOK, 2008). Efforts to provide quality education for learners with disabilities have proved futile when stakeholders and policy maker fail to address Special education teachers' job satisfaction.

1.2 Statement of the Problem

Kenya is not only facing a shortage of qualified special education teachers (GOK, 2008) but also teachers leaving their profession to take up non teaching employment in the Education Assessment and Resource Centers (EARC) offices, NGOs and other public and private institutions. Those still in the profession are showing high levels of dissatisfaction. This is seen in their lack of devotion in work places, unsatisfactory performance, frequent transfers, absenteeism, endless call for strikes by their union and low morale in performing pedagogical duties (Ondieki, 2005). Although teachers' job satisfaction has been widely studied in the developed countries and thousands of articles published, there is a limited literature about job satisfaction in developing nations (Ngimbudzi, 2009). Otube (2004) asserts that even though studies of teachers' job satisfaction have been carried out in Kenya little has been done in respect to special education teachers. Additionally, this study was provoked by the researcher's interest and experience in special needs education

where most special education teachers have transferred from one school to another while others have joined other professions due to job dissatisfaction in the County. The Kenya National Union of Teachers (KNUT) has in the recent past fought for salaries, promotions and other issues affecting teachers. Nevertheless most of these strikes have been unsuccessful leaving teachers dissatisfied. This crisis of job dissatisfaction required innovative solutions. One innovative solution was to investigate the determinants of job satisfaction in an endeavor to establish the strategies that may be employed to enhance job satisfaction among teachers of learners with special educational needs in the integrated public primary schools in Kirinyaga County.

1.3 Purpose of the Study

The purpose of this study was to investigate the determinants of job satisfaction among teachers of learners with special educational needs in the integrated public primary schools in Kirinyaga County.

1.4 Objectives of the Study

The study was intended to:

1. To investigate the determinants of job satisfaction among teachers of learners with special educational needs in integrated public primary schools in Kirinyaga County.
2. To find out the factors influencing job dissatisfaction among teachers of learners with special educational needs in integrated public primary schools in Kirinyaga County.

3. To establish the strategies for enhancing job satisfaction among teachers of learners with special educational needs in integrated public primary schools in Kirinyaga County.

1.5 Research Questions

The study was guided by the following research questions:

1. What are the determinants of job satisfaction among teachers of learners with special educational needs in integrated public primary schools in Kirinyaga County?
2. What factors influence job dissatisfaction among teachers of learners with special educational needs in integrated public primary schools in Kirinyaga County?
3. What are the strategies for enhancing job satisfaction among teachers of learners with special educational needs in integrated public primary schools in Kirinyaga County?

1.6 Significance of the Study

The relevance of job satisfaction is crucial to the long term growth of education system in Kenya. Job satisfaction probably ranks alongside professional knowledge and skills, educational resources and strategies as the absolute determinants of educational success and performance (Ololube, 2006). There is a growing body of evidence that when teachers feel good about their work, pupils' achievement improves (Morgan & O'leary, 2004).

It was hoped that the results of this study may assist the Ministry of Education, education management personnel, planners and policy makers to make

decisions aimed at improving the special education teachers' morale and working conditions. The study may also provide a better understanding of special education teachers' roles and their job satisfaction as well as form a basis for future research in the field of special needs education in Kenya.

1.7.1 Limitations of the Study

Due to lack of adequate finances, distance between schools and inadequate time the study was confined to only Kirinyaga County. The survey instrument contained selected lists of role functions, job duties and professional concerns of special education teachers and might not be all inclusive. Additionally the conclusions based on the results of this study depended on the views expressed by those who responded to the survey.

1.7.2 Delimitation of the Study

The study was confined to integrated public primary schools in Kirinyaga County, Kenya only. It was also confined to determinants of job satisfaction and strategies for enhancing job satisfaction among teachers of learners with special educational needs in the integrated public primary schools in Kirinyaga County.

1.8 Assumptions of the Study

During the study the researcher had the following assumptions; the special education teachers would cooperate and respond to the questionnaires appropriately. Respondents would also volunteer honest information.

1.9 Theoretical and Conceptual Frameworks

There are various theories attempting to highlight on job satisfaction. For this study the theoretical and conceptual framework was based on Herzberg's two factor theory.

1.9.1 Theoretical Framework

Herzberg (1959) had a two-continuum model of job satisfaction where satisfaction was placed on one continuum and dissatisfaction was placed on a second. Herzberg's two factor theory recognized that work characteristics generated by dissatisfaction were quite different from those created by satisfaction. He identified the factors that contribute to each dimension as "motivators and hygiene". The motivators are intrinsic factors that influence satisfaction based on fulfillment of higher level needs such as achievement, recognition and opportunity for growth. The hygiene factors are extrinsic variables such as work conditions, pay and interpersonal relationships that must be met to prevent dissatisfaction. When hygiene factors are poor, workers will be dissatisfied. However, simply removing the poor hygiene factors does not equate to satisfaction. Similarly, when people are satisfied with their jobs, motivators are present, but removing the motivators doesn't automatically lead to dissatisfaction.

The relevance of Herzberg (1959) theory for the present study is that it emphasizes the fact that for individuals to be satisfied with their jobs certain job factors must be in place. The factors assisted the researcher to assess the job satisfaction levels of special education teachers as well as how they positively or negatively influenced job satisfaction.

1.9.2 Conceptual Framework

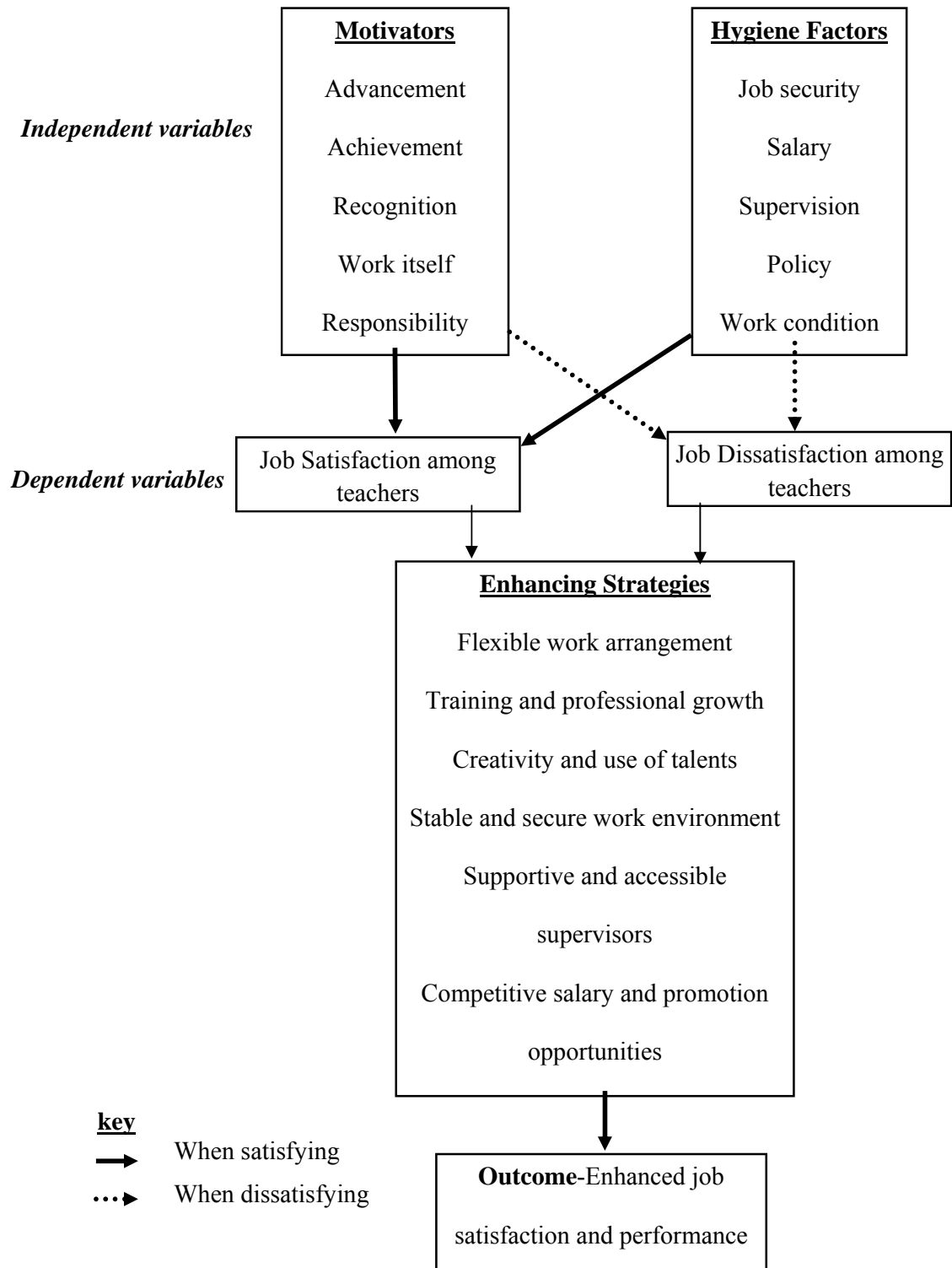


Figure 1.1, Conceptual Framework: source modified Herzberg (1959)

This study was guided by a conceptual framework (figure 1.1). The conceptual framework postulates that certain factors influence job satisfaction and dissatisfaction among special education teachers. According to Herzberg (1959) these factors are motivators and hygiene factors. The hygiene factors include job security and salary, personal life, supervision, policy and administration, working conditions and interpersonal relations with subordinate and peers (Hoy & Miskey, 2008). These factors may create job satisfaction among employees if they are good and when they are not good enough they cause discontent among employees resulting to job dissatisfaction (Juma, Simatwa, & Ayodo, 2011). Motivators on the other hand include; achievements, advancement, recognition, work itself and responsibility. These factors provide job satisfaction among employees as they perform their duties in an organization when fulfilled and if unfulfilled they lead to dissatisfaction. To enhance job satisfaction certain strategies may be employed. The strategies for enhancing job satisfaction among special education teacher may include flexible work arrangement, training and professional growth, creativity and use of talents, stable and secure work environment, supportive and accessible supervisors, competitive salary and promotion opportunities, up to date technology and teacher's own contribution. The end result would be enhanced job satisfaction and performance among the special education teachers. The conceptual framework helped the study enabling the researcher to focus on the variables of the study, determining the determinants of job satisfaction and the strategies that could be employed to enhance job satisfaction among the

teachers of learners with special educational needs in the integrated public primary schools in Kirinyaga County.

1.10 Operational Definition of Terms

Enhancing job satisfaction: to make greater or improve job satisfaction by either intensifying what brings about job satisfaction or eliminating what bring about job dissatisfaction

Extrinsic motivation: motivation derived from external factor like salary and work conditions

Integrated schools: schools where students with disabilities participate in education, recreation and other extracurricular activities alongside those students who are not having disabilities.

Intrinsic motivation: inner drives which bring job satisfaction like recognition and achievement

Job Satisfaction- a pleasurable or positive emotional state resulting from the appraisal of one's job experience (Okumbe, 1998)

Special education teacher: teachers who are specially trained to provide instruction to learner with special educational needs in integrated schools

Special educational needs: learning difficulties or disabilities that make it harder for a learner to learn than most other children of about the same age

Special needs education: a customized instruction program designed to meet the unique needs of an individual learner (Gargiulo, 2009)

Strategies: methods, tactics or plans chosen to bring about a desired job satisfaction

1.11 Summary

This chapter has highlighted the background to the study dating back to job satisfaction during the industrial revolution era. Most of the studies undertaken over time have mainly focused on multidisciplinary professions more so in the developed world. The SNE sector in Kenya is facing many challenges predominantly on capacity building and human resource development. Job satisfaction among special education teachers requires to be addressed so as to improve the quality of education among learners with special educational needs. The current study was guided by Herzberg two factor theory as it enabled the researcher to investigate the determinants of job satisfaction, the factors influencing job dissatisfaction and the strategies that may be employed to enhance job satisfaction among teachers of learners with special educational needs in the integrated public primary schools in Kirinyaga County.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the related literature was reviewed under the following subtopics: job satisfaction, determinants of job satisfaction, factors influencing job dissatisfaction, outcome of job satisfaction and the strategies for enhancing job satisfaction.

2.1 Job Satisfaction

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experience (Okumbe, 1998). Job satisfaction can only be inferred and not seen because it is an emotional response to a job situation (Okumbe, 1998). It can be determined by how well outcomes meet expectations (Ondieki, 2005). It occurs when one feels effective taking on and completing challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). Herzberg's theory emphasized on motivators which increase job satisfaction and hygiene factors which bring about dissatisfaction (Hoy & Miskey, 2008). Job satisfaction of teachers occurs when they are satisfied with the success they have in the areas of individual responsibility, challenging work and opportunities for achievement and advancement (Johnson & Johnson, 1999).

American special education teachers occupies the 8th position among the top ten jobs in terms of job satisfaction which is lower compared to the general teachers (Smith, 2007). In spite of this, there are a high percentage of teacher who quit working in this field (DeVito, 1998). When employees experience

success in mentally challenging occupations which allow them to exercise their skills and ability, they experience greater levels of job satisfaction (Bull, 2005).

2.2 Determinants of Job Satisfaction

Job satisfaction contains both intrinsic and extrinsic factors. The greatest impacts on job satisfaction are the intrinsic factors such as a sense of accomplishment, self-worth and personal growth (Davis & Wilson, 2000). Extrinsic factors such as salary, work condition and policies also influence job satisfaction. This implies that both the intrinsic and the extrinsic factors are essential components of teachers' job satisfaction.

2.2.1 Compensation, Remuneration and Fringe Benefits

Remuneration is crucial to employees' satisfaction in their job. In 1916, Fayol came up with fourteen principles of management; remuneration is one of them (Hoy & Miskey, 2008). According to him, employees should be paid fairly in accordance with their contribution. Remuneration should be fair for both employees and the firm (Okumbe, 1998). However, remuneration was identified as the least among the factors which gave job satisfaction to teachers (Shann, 2001). This is supported by Zembylas & Papanastasiou (2004), who cited pay as an influence of job satisfaction although not of great significance.

2.2.2 School Culture and Leadership Styles

The school culture has a significant impact on teachers' job satisfaction (Karen, 2005). It is believed that a supportive administration positively influence job satisfaction among employees (Wood, 2008). Administrators influence the sense of achievement, recognition, responsibility, advancement and growth possibilities that teachers experience at their work place (Mutie, 1993).

Informative and consultative Supervisors who consider the needs and feelings of their subordinates positively affect workers' performance and motivation (Otube, 2004). A considerate, supportive and employee oriented supervisor will tend to get better productivity, motivation and job satisfaction as workers will strive to work well (Davis, 1992). This implies that special education teachers in the integrated public primary schools need to be involved by the school heads in the running of the schools. They should be supported as they undertake their duties.

2.2.3 Working Conditions and Environment

Workers are satisfied when the work place is orderly with adequate tools, materials and a favorable environment while poor equipments and facilities may lead to tension and stress among employees (Ololube, 2006). If working conditions are not conducive, hardworking employees who can find jobs elsewhere leave while mediocre employees would stay (Kyongo, 2006).

When discussing the relationship between employees' working conditions, social conditions and productivity, it was established that performance of workers is influenced by the surrounding and by the coworkers (Shann, 2001). Teachers value physical surroundings that are safe, comfortable, close home, offer cleanliness, adequate tools and equipments and buildings that are in good conditions (Otube, 2004). Employees also prefer pleasant working conditions due to their desire for physical comfort and the desire for conditions that facilitate work goals attainment.

Additionally, job satisfaction is derived from collegial relationship that teachers enjoy at the work place (Woods & Weasmer, 2002). This is important

as teachers get a chance to share their experiences. It has been noted that working collaboratively with colleagues, making contributions to the community, working with children and seeing them grow as well as working time and vocation promoted job satisfaction among teachers (Zembylas & Papanastasiou, 2004). Teachers also earn great satisfaction from student achievement, positive relationship with students and a supportive environment (Dinham & Scott, 2000).

2.2.4 Professional and Academic Growth

The teachers' career growth may be viewed through recognition, achievement, promotion and advancement. Herzberg (1959) stated that individuals at all levels of organization need to be recognized for their achievements on the job. Recognition was found as the single most frequently mentioned event which motivates positive effort from workers (Locke, 1973). It can be seen when an individual is given responsibilities within the job (Ololube, 2006). It is among the functions of the manager to motivate employees successfully and influence their behavior to achieve greater organization efficiency (Oosthuizen, 2001). Recognition serves as a form of feedback informing employees of how well they are performing. However, workers who are not recognized may feel invisible, undervalued, unmotivated and disrespected.

Promotions create the opportunities for personal growth, increased levels of responsibility and an increase on social standing (Robbins & Judge, 2008). For teachers to perform their duties effectively appropriate training is necessary. Training implies preparation for an occupation or for more specific skills. Special education teachers require appropriate training to enable them attend to

the students with special needs effectively and enhance achievement among the teachers.

2.2.5 Demographic Factors

Personal characteristics such as age, gender, educational level and family status influence job satisfaction (Abushaira, 2012). Age influence job satisfaction but varies with various job facets (Kyongo, 2006). Old workers seem to be more satisfied than the younger ones. However, it has been noted that there is no significant relationship between age and job satisfaction (Ondieki, 2005). Contradicting findings are evident on the influence of demographic factors on job satisfaction.

2.3 Factors Influencing Job Dissatisfaction

Teachers are arguably the most important group of professionals for the nation's future. It is therefore disturbing to find many of them dissatisfied with their jobs. Job dissatisfaction has been associated with monthly salaries, incapable and unsupportive administrators and lack of collegial relationship with co-workers (Karen, 2005). Herzberg (1959) listed five factors that influence workers job dissatisfaction. These factors include company policy, administration, supervision, salary and working condition. Teachers are consistently dissatisfied with their level of participation in decision making (Shann, 2001). This implies that denial to participate in decision making may make teachers dissatisfied. However, if unqualified employees are involved in decision making it may lead to dissatisfaction.

Teachers' job dissatisfaction has also been associated with students' misbehavior and lack of interest, a decline in teacher's respect and status,

relationship with other teachers and lack of voice in education decision making processes (Zembylas & Papanastasiou, 2004). Lack of teaching aids, insignificant supports, ineffective assessment, lack of promotion opportunities, extra tasks, income and overtime affect job satisfaction (Abushaira, 2012). Teachers' job dissatisfaction can be associated with low wages as compared to other professionals, low status in the society, lack of career advancement opportunities, high teacher-pupil ratio, poor working environment and irregular payment of salaries (Adelabu, 2003). Special education teachers are faced with ever-increasing responsibilities, additional paperwork and more challenging students (Stempien & Loeb, 2002). Additionally conflicting roles between general and special education teachers, role ambiguity, additional paperwork, other special education specific responsibilities and lack of administrative support dissatisfies special education teachers (Piotrowski & Plash, 2006).

2.4 Outcomes of Job Satisfaction and Dissatisfaction

Job satisfaction results in teachers' performance, job turnover, absenteeism, and involvement in teachers' union activities (Robbins & Judge, 2008). It leads to improved production, retention, commitment, and improved interpersonal relationship. Conversely, it reduces absenteeism, tardiness, turnover, strikes, negligence and accidents among workers. It may also increase tenure, longevity, physical and mental health and productivity (Ondieki, 2005). Job satisfaction can also do more than help retain teachers (Latham, 1998).

The consequences of job dissatisfaction include exit, voicing ones feeling and offering ideas to improve, reduced loyalty and neglect of responsibilities by the employees (Syptak, Marsland, & Ulmer, 1999). Low satisfaction with salary

and lack of promotion opportunities contributed significantly to teacher's intention to quit the job (Travers & Cooper, 1996). Dissatisfaction has been associated with teacher absenteeism, turnover, lateness, burnout, illness and stress.

2.5 Enhancing Job Satisfaction

It is fundamental to improve job satisfaction among special education teachers by improving the factors that promote job satisfaction as well as eliminating those that bring about job dissatisfaction. According to Ting (1997), flexible work arrangement, training and professional growth opportunities are some of the ways of enhancing job satisfaction. Additionally, opportunities to use one's talents and be creative as well as to take responsibility and direct one's own work improves employee's job satisfaction. Teachers' job satisfaction is enhanced by high level of security, good relationship with colleagues, favorable school environment, incentives by the government and support by the community (Juma, Simatwa, & Ayodo, 2011). Moreover, job satisfaction can be enhanced by a stable and secure work environment, an accessible supervisor who provides timely feedback, congenial team members, flexible benefits such as exercise facilities, up to date technology and competitive salary and opportunities for promotion (Ting, 1997).

According to Gale (2001), workers can contribute by seeking opportunities to demonstrate skills and talents, developing excellent communication skills as well as acquiring new job-related knowledge that helps them to perform tasks more efficiently and effectively. Employees should demonstrate creativity,

initiative and develop teamwork skills. Workers should also learn to de-stress and plan to avoid burnout (Gale, 2001).

2.6.1 Studies on Job Satisfaction in School Settings

A number of studies on job satisfaction have been carried out within the school set up. Most of these studies have used the Maslow's hierarchy of needs theory, Herzberg's motivation and hygiene theory as well as the equity theory of job satisfaction and motivation.

In a study investigating job satisfaction among special education teachers in Jordan, a survey through (nine-dimension) questionnaire on 139 special education teachers was conducted (Abushaira, 2012). The results revealed that the level of job satisfaction among special education teachers was moderate. Significance differences were found in the teachers' level of job satisfaction due to age favoring younger teachers.

Voris (2011) studied the relationship between special education teachers' efficiency and job satisfaction. A sample of 222 teachers from 22 schools in Kentucky State was used. In investigating the teachers' feeling towards their efficiency and job satisfaction, she compared the level of efficiency and level of job satisfaction in terms of their qualification and training. She found out that there was no statistical significant difference in job satisfaction among the special education teachers regarding the training they had and were satisfied with their jobs.

In a study investigating factors that affect the job satisfaction level in Turkey on 245 special education teachers, Ari & Sipal (2009) established that lack of audio-visual teaching aids, ineffective assessment, students' attitudes towards

their classrooms, extra tasks, low income and the huge amount of paperwork as the factors affecting job satisfaction. Hakiem (2009) studied the job satisfaction among public education teachers and those teaching the students with intellectual disability. A sample of 335 teachers both male and female was used. Five main job dimensions including satisfaction with one's salary, satisfying the teacher's needs, the nature of the job and the general atmosphere in the school, the type of management and the social status were examined. The researcher concluded that the level of job satisfaction was generally low among the public education teachers as well as the special education teachers.

In another study on job satisfaction among secondary school teachers in Malaysia, (Abdullah & Parasuraman, 2009) used survey method and a sample of 200 respondents. The study revealed that teachers were generally dissatisfied with pay and their working conditions. They expressed general satisfaction over other work dimension such as supervision, promotion, co-workers and work it-self. However, the study was limited to only six dimensions of job satisfaction. The strategies for enhancing job satisfaction were also not empirically examined.

The factors that are associated with job satisfaction and dissatisfaction were investigated in a study conducted in Tanzania on 162 secondary school teachers from 13 schools (Ngimbudzi, 2009). The study revealed that teachers were satisfied with social benefits, meaningfulness of the job and support from administration. Teachers were least satisfied with the aspects in the job characteristic dimension. However, the study population was teachers in

general education implying that the results cannot be generalized to special educators' job satisfaction due to their different job description and roles.

2.6.2 Studies on Job Satisfaction in Kenya

In Kenya some studies on job satisfaction in a school setting include Karugu (1980), Mutie (1993), Sogomo (1993), Mumo (2000), Mwangi (2000), Waithaka (2003), Otube (2004), Njue (2004), Ondieki (2005), Mugo (2009) and Juma, Simatwa and Ayodo (2011). Juma *et al.* (2011) established that most female principals (66.67%) were dissatisfied with principalship. They got job satisfaction from relationship with teachers, provision for promotion, regular salary increase, challenging responsibilities, examination results and terms and condition of work. The strategies that could enhance job satisfaction were high level of security, favorable conditions in the school environment, provision of enough facilities, incentives by the government and support by the community. Conversely, the study did not address the teacher's responsibility in enhancing job satisfaction. Additionally, this study cannot be generalized to job satisfaction among special education teachers due to their different roles hence a study to address special education teachers is necessary.

Ondieki (2005) studied the relationship between teachers overall job satisfaction and personal characteristics of age, gender, educational level and teaching experience. The study utilized survey method with a sample of 80 teachers. The results showed that teachers were marginally satisfied with their job as a whole. The students' achievement, provision of holiday, job security and interpersonal relations led to job satisfaction. Dissatisfaction was brought about by low salary, lack of promotion opportunities, heavy workload and slim

opportunities for advancement. He proposed counseling as a way of enhancing job satisfaction. Although this would cater for the psychological aspect of the job satisfaction, the physical conditions in the school require to be addressed. Additionally, the special education teachers were not involved hence the need for a study addressing special education teachers' job satisfaction.

Njue (2004) investigated the relationship between job satisfaction and seven independent variables. An ex-post facto design was used in the study. A sample of 621 teachers both male and female from 64 schools was used. The study found out that teachers were satisfied in the job factor of interpersonal relation and low level of satisfaction was recorded in the job factor of work environment and working condition. The study also revealed that satisfaction increased with age and experience. Female teachers were more satisfied than the male teachers. However, the study contradicted other studies where age and gender had no significant difference on job satisfaction. The sample too did not involve special education teachers. In addition the teachers' role in enhancing job satisfaction was not evaluated.

Otube (2004) investigated the factors that enhance or lower motivation among special education teachers. A sample of 270 teachers from both special schools and integrated schools was used. A descriptive ex-post facto research design was employed. The study found salary, workload, supervision and unavailability of materials as demoralizing factors. The study had a population from both special and integrated schools. The 128 teachers used as sample in the 8 integrated schools may have given regular education teachers a probability to participate hence affecting the findings.

In a study on the factors that contribute to job satisfaction and dissatisfaction among primary school teachers in Murang'a district, (Mwangi, 2000) used descriptive survey design. A sample of 48 teachers from 6 schools was selected. The findings showed that relationship with pupils and teachers, relationship with school administration, recognition and job security as satisfiers. The dissatisfiers were identified as method of promotion, salary, retirement benefits and status of teaching in Kenya. The study nevertheless failed to address all the factors that contribute to job satisfaction and dissatisfaction. Additionally, the methods for enhancing job satisfaction were not addressed. The findings too cannot be generalized to special education teachers as they were not involved in the study.

Ngaroga (1985) sought to identify factors that would reduce absenteeism, turnover and other problems related to deterioration of work effectiveness. A sample of 157 teachers from 8 schools was used. Working near home, educating pupils, relationship with pupils, holidays, achievement and interpersonal relationships contributed to job satisfaction with a high percentage. Job dissatisfaction was due to promotion on merit, inadequate supply of teaching materials and house allowances. However, the study did not address the methods of improving job satisfaction among the teachers. Additionally, special education teachers were not involved in the study hence the findings cannot be generalized to cater for job satisfaction among teachers of learners with special educational needs.

2.7 Summary of Related Literature

There is more literature on job satisfaction in developed countries than there is in developing countries. Most of the literature reviewed comes from America and Europe and only a few articles are from Africa and in particular Kenya. Additionally much of research literature available addresses the phenomenon of job satisfaction among multidisciplinary professions. Otube (2004) asserts that there is limited literature on teachers' job satisfaction in Kenya. The studies in Kenya address job satisfaction among principals, primary and secondary school teachers and only a few cater for teachers of learners with special educational needs. The current study focused on special education teachers in integrated public primary schools in Kirinyaga County and the determinants of job satisfaction as well as the strategies for enhancing job satisfaction among them. The study arose out of the fact that there are few studies that tackle job satisfaction among special education teachers in Kenya.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter contains details of the research design, research variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, validity and reliability, data collection techniques, procedures for data analysis and ethical and logistical issues.

3.1 Research Design

This study employed descriptive survey design. A survey approach allows and facilitates collection of a large amount of data from a sizable population in a highly economical way (Mugenda & Mugenda, 1999). Descriptive survey designs are used in preliminary and exploratory studies to enable a researcher to gather information, summarize and interpret it for the purpose of clarification (Orodho, 2005). Descriptive survey was appropriate for the study because it enabled the researcher to collect information regarding job satisfaction and strategies for enhancing it among special education teachers in integrated public primary schools in Kirinyaga County, Kenya.

3.1.1 Research Variables

The research variables were:

3.1.1.1 Independent Variables

This study considered the factors influencing job satisfaction and dissatisfaction as the independent variables; because they determine the level of job satisfaction among teachers. These independent variables included salary and remuneration, working conditions, job security, personal life, supervision,

policy and administration, interpersonal relations with subordinate and peers, achievements, advancement, recognition, work itself and responsibility. The strategies for enhancing job satisfaction were considered independent variables too.

3.1.1.2 Dependent Variables

The dependent variables were job satisfaction, job dissatisfaction and enhanced job satisfaction.

3.2 Location of the Study

The study was carried out in integrated public primary schools in Kirinyaga County. Kirinyaga County is situated in the central region of Kenya south of Mount Kenya. It is approximately 120 kilometers from Nairobi city. It occupies around 1480 square kilometers. It is one of the five counties in the central region of Kenya. An ideal locale for a study should be easily accessible to the researcher and directly related to the researcher's interest (Singleton & Straits, 1999). Kirinyaga County has been the best performing county in the Kenya Certificate of Primary Education (KCPE) in the recent years. However, in the special needs education sector the county is faced with numerous challenges ranging from poor performance, frequency transfers and attrition among teacher of learners with special educational needs due to job dissatisfaction.

3.3 Target Population

There were a total of 51 integrated public primary schools in the county. The target population was 67 teachers of learners with special educational needs in the integrated public primary schools in Kirinyaga County, Kenya.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

The researcher used purposive sampling technique. Purposive sampling enabled the researcher to use cases that possessed the required characteristics with respect to the objectives of the study. Subjects were therefore handpicked because they were informative and possessed the required characteristics (Mugenda & Mugenda, 1999). In this case, purposive sampling was used to select Kirinyaga County. The integrated public primary schools were clustered in the 4 sub-counties namely Mwea, Kirinyaga Central, Kirinyaga East and Kirinyaga West. 2 sub-counties, Mwea and Kirinyaga central, were randomly selected. All the 22 integrated public primary schools in the 2 sampled sub-counties and all the 33 teachers of learners with special educational needs in the integrated public primary schools automatically became the sample.

3.4.2 Sample Size

The sample consisted of 33 special education teachers from 22 integrated public schools. A minimum of 30 when statistical analysis is to be used is recommended (Cohen, Manion, & Marrison, 2007). The sample taken was assumed to be adequate to make generalizations on the actual population size.

3.5 Research Instrument

The main instrument used in this study was a questionnaire. Using a questionnaire has the advantages that the respondents remain anonymous, can be more truthful and has more time to think about questions than is usual with interviews. This may result in more meaningful answers. The questionnaires were modified by the researcher from that used by Ondieki (2005) as well as

Otube (2004). The questionnaires were divided into three sections. Section one featured the demographic information containing 14 items. Section two evaluated the factors influencing job satisfaction and dissatisfaction containing 26 items. Section three sought to establish the strategies for enhancing job satisfaction among teachers of learners with special educational needs containing 15 items as shown in Appendix 1.

3.6 Pilot Study

Before the actual study the questionnaire was piloted in Ihwagi and Kanjuri integrated public primary schools in Nyeri County with 2 special education teachers from each school participating in the study. The piloting schools had similar characteristics with the integrated public primary schools in Kirinyaga County. The purpose of piloting was to ensure the clarity and suitability of the language used in the questionnaire. Necessary adjustments were done to the items to ensure they solicited the needed information.

3.6.1 Validity

To enhance the validity of the instrument and ensure that they measured what they were intended to, the researcher established whether the variables under study were reflected in the items in the questionnaire. A critical examination of the test items was done by the researcher. An expert opinion was also sought from the supervisors. Each item was examined in terms of its relevance to the variables under investigation and the research objectives.

3.6.2 Reliability

In determining the reliability of the instrument, the study used test-retest method. The questionnaire was administered to the participants in the piloting

schools two weeks after piloting. The results were analyzed descriptively and a correlation coefficient of 0.80 was used to judge the reliability of the instrument. The instrument attained correlation coefficient of 0.82.

3.7 Data Collection Techniques

Before data collection one research assistants was recruited. The research assistant was available during the entire period of data collection. The questionnaires were given to special education teachers to fill by the researcher and later returned to the researcher or his assistant. To ensure a higher return rate the questionnaires were issued and collected on the same day. Those respondents who were unable to fill the questionnaires and hand over the same day, the questionnaires were collected at a later date convenient to both the researcher or his assistant and the respondents. Data was first collected in integrated school in Mwea Sub-County and later those in Kirinyaga Central Sub-County. The entire data collection took three weeks.

3.8 Data Analysis

Data collected from the research was coded and analyzed using descriptive statistics which was derived from Statistical Package for Social Sciences (SPSS). Descriptive statistics which included percentages, mean, standard deviation, frequency distribution tables and graphs were used to present the results

3.9 Logistical and Ethical Considerations

Research permit was sought from the National Council for Science and Technology through the dean graduate school, Kenyatta University, before data collection. The researcher took the authorization letters to the District

Commissioners and District Educational Officers Kirinyaga County and copies to the head teachers of the sampled integrated public primary schools. He then sought consent from all the respondents. He also ensured that information gathered remained confidential and was only used for the purpose of this study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents data analysis and discussion. The analysis is related to the research objectives and research questions stated in chapter one of this study. The findings have been presented in figures and tables. Discussions on the findings have also been provided to interpret the meaning of the findings.

4.1 Demographic Information

4.1.1 Gender Distribution of the Special Education Teachers

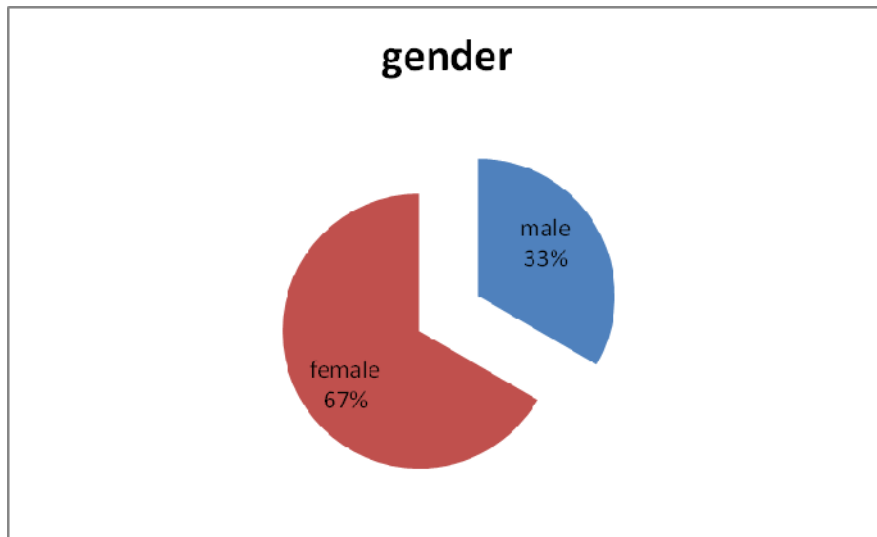


Figure 4.1 Gender Distribution

Out of a sample of 33 teachers of learners with special educational needs 11(33%) were male while 22 (67%) were female. This may be due to the fact that teaching of learners with special educational needs is presumed to be a feminine career as it entails motherly care and training in daily living skills. Similarly, teachers who were posted to the special units had undertaken SNE

diplomas or degrees. Most of the special education teachers who have proceeded for further studies in the county were mostly females.

4.1.2 Age of the Teachers

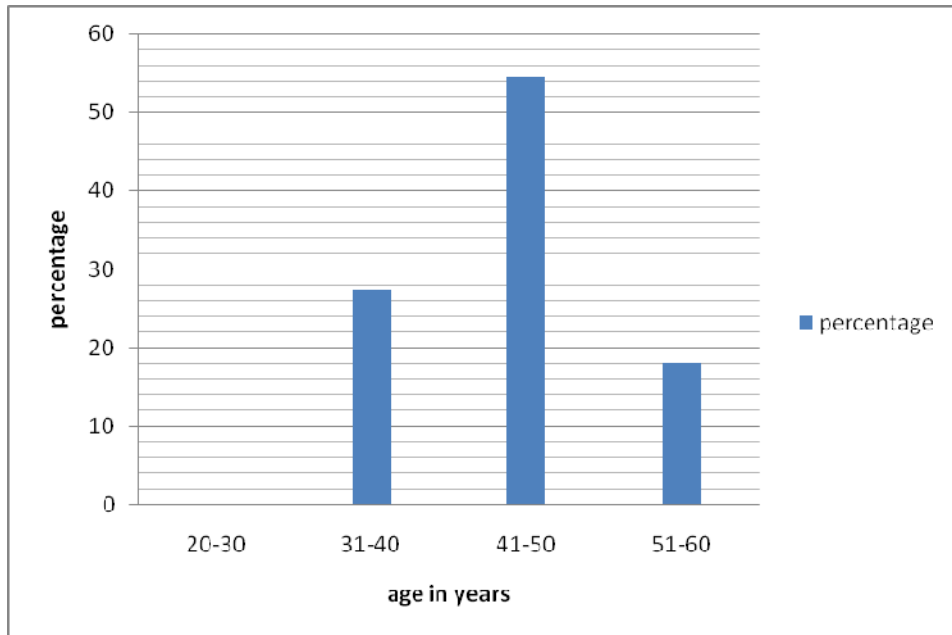


Figure 4.2 Age of the Teachers

The age distribution of teachers of learners with special educational needs showed that the majority of 18(54.55%) teachers were aged between 41 to 50 years. 9 (27.27%) were in the age bracket of 31 to 40 years while 6 (18.18 %) were in the group between 51and 60 years. No teacher was below 30 years of age. This can be attributed to the fact that teachers are not employed as soon as they complete their college education. Additionally, teachers had to undertake a two years diploma or four year degree course in special needs education after completing their Primary teachers' education certificate. Most teachers were in the middle age between 31 and 50 years.

4.1.3 Marital status

Table 4.1 Marital status

	Frequency	Percentage
Married	24	72.73
Single	7	21.21
Divorced	1	3.03
Windowed	1	3.03
Separated	0	0

On the marital status, 24 (72.73%) teachers were married, 7 (21.21%) were single and those who were divorced or windowed were 1(3.03%) each. Due to their advanced age most teachers were in stable marital life. This meant that they were mature and able to take good care of learners.

4.1.4 Teacher's Experience in Special Needs Education

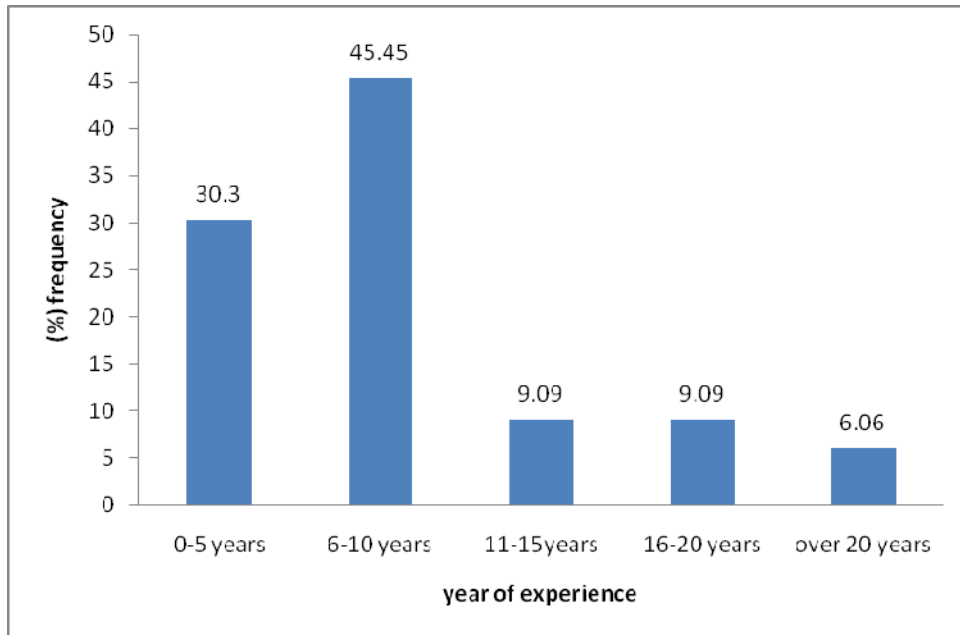


Figure 4.3 Teachers' Experience

Teachers were experienced in special education. It was established that 10(30.3%) of teachers had an experience of 5 years or below, 15(45.45%) had an experience of 6 -10 years, 3(9.09%) had an experience of 11-15years. Another 3(9.09%) had been in special education for 16 to 20 years while the remaining 2(6.06%) had an experience of over 20 years. The majority had an experience of 6 -10 years. This can be attributed to the commencement of distance learning programs offered in KISE from 2002 where teachers started graduating in mass after 2005 in the county. Previously, only one or two teachers were admitted for the residential diploma course in KISE per district thus limiting the number of teachers from each district.

4.1.5 Level of Training in Special Needs Education

Table 4.2 Level of Training in Special Needs Education

Education level	Frequency	Percentage
In-service	2	6.06
Diploma	27	81.82
Bachelor	4	12.12
Masters	0	0

Since all the teachers were trained in special education, a majority 27(81.82%) teachers had acquired diplomas, 4(12.12%) had bachelor degree while 2(6.06%) had in-service certificates. Teachers holding certificate and diploma in special needs education were trained in KISE. Those holding bachelor of education (SNE) undertook their training in Kenyatta University, Kenya Methodist University, Maseno University or Kampala International University.

Fewer teachers had undertaken bachelor degree due to the high cost and the long time taken to complete it.

4.2 Determinants of Job Satisfaction

4.2.1 Work Factors

Table 4.3 Work Factors

		Responses					Mean	Std dev
		VS	S	N	D	VD		
The sort of work in the integrated schools	F	5	20	5	3	0	3.82	0.79
	%	15.15	60.61	15.15	9.09	0.00		
Pupil teacher ratio	F	2	17	10	4	0	3.52	0.78
	%	6.06	51.52	30.30	12.12	0.00		
The workload	F	2	16	4	10	1	3.24	1.04
	%	6.06	48.48	12.12	30.30	3.03		
Pressure in meeting the work demands	F	3	6	14	10	0	3.06	0.92
	%	9.09	18.18	42.42	30.30	0.00		

VS=Very Satisfied, S= Satisfied, N= Neutral, D= Dissatisfied, VD= Very Dissatisfied

Majority of teachers of learners with special educational needs were satisfied with the work they were doing in the integrated schools. 5(15.15%) teachers were very satisfied, 20(60.61%) were satisfied, 5(15.15%) were neutral while only 3(9.09%) were dissatisfied. This would be attributed to the fact that all the teachers were trained in special needs education and moved to the integrated schools from the regular schools voluntarily. This was in line with Herzberg's theory where work itself was seen as an intrinsic motivating factor which leads to job satisfaction among workers. In this study work done in the integrated

schools led to the highest job satisfaction with a mean of 3.82. Ondieki (2005) had noted that student achievement and helping them achieve future objectives led to job satisfaction. However, the motivating factors such as work could also bring about job dissatisfaction to some teachers.

Majority of teachers were satisfied with the pupil-teacher ratio in the integrated classes, where 2(6.06%) of the respondents were very satisfied, 17(51.52%) were satisfied, 10(30.30%) were neutral while only 4(12.12%) were dissatisfied. Pupil teacher ratio was a satisfying factor with a mean of 3.52. This could be attributed to the fact that most of the classes had a manageable number of learners. As teachers had acquired the relevant training to teach learners with special educational needs they were able to cope with the number of learners in their classes. Additionally, learners who acquired educable skills were integrated in the mainstream classes thus, reducing the teachers' work load. However, in some schools the learners in the special units were more than the teachers could comfortably handle leading to dissatisfaction.

Responding to how satisfied the teachers were with the workload they handled in the integrated schools, 2(6.06%) were very satisfied, 16(48.48%) were satisfied, 4(12.12%) were neutral, 10(30.30%) were dissatisfied and only 1(3.03%) was very dissatisfied. Most teachers were satisfied with the workload they handled due to the fact that they had the appropriate training and experience to teach learners with special educational needs. Those who showed dissatisfaction may be attributed to the fact that in most of the integrated classes there were several categories of learners with special educational needs

hence over stretched the teachers' commitment during instructional preparations as most teachers were trained in only one area of specialization in special needs education.

Some teachers had satisfaction with the pressure in meeting the work demands. 3(9.09%) teachers were very satisfied, 6(18.18%) were satisfied, 14(42.42%) were neutral and the remaining 10(30.30%) were dissatisfied. This minimal satisfaction can be attributed to the fact that all the teachers were experienced in special educational needs. However, most of the classes had several categories of learners with special needs increasing the work pressure. Teachers have a challenging task when preparing for instruction for the individual learners which involves developing Individualized Education Programme for each learner. The teachers were also given lessons in the regular classes which increased their work demands. Work pressure had a satisfaction mean of 3.06.

4.2.2 Responsibility and Advancement

Table 4.4 Responsibility and Advancement

		Responses					Mean	Std dev
		VS	S	N	D	VD		
Involvement in assessment and placement	F	2	15	7	7	2	3.24	1.05
	%	6.06	45.45	21.21	21.21	6.06		
Opportunities for home visits and follow ups	F	5	14	5	3	6	3.27	1.33
	%	15.15	42.42	15.15	9.09	18.18		
Accomplishment	F	5	14	5	8	1	3.42	1.10
	%	15.15	42.42	15.15	24.24	3.03		
Chance of advancement	F	4	15	5	6	3	3.33	1.17
	%	12.12	45.45	15.15	18.18	9.09		

VS=Very Satisfied, S= Satisfied, N= Neutral, D= Dissatisfied, VD= Very Dissatisfied

Responding to their satisfaction with involvement in assessment and placements of learners in the integrated classes, 2(6.06%) teachers were very satisfied, 15(45.45%) were satisfied, 7(21.21%) were neutral another 7(21.21%) were dissatisfied and the remaining 2(6.06%) teachers were very dissatisfied. Most teachers are involved in assessment and placement of learners in their schools and are consulted by the regular teachers to assist in the assessment of learners. In ideal situation the assessment and placement of learners with special educational needs should be done by a multidisciplinary team (Gargiulo, 2009). However in Kenya this rarely happens as in most cases the EARC officers and the special education teachers do the assessment on their own. Sometimes learners are directly placed in the Special units by the

EARC officers without the input of the special education teacher. Before placement the multidisciplinary team should develop appropriate Individualized Education Program for the learner. However in most cases this does not happen leaving the special education teachers dissatisfied with the placement of learners in their classes.

Teachers of learners with special educational needs showed satisfaction with the opportunities for home visits and follow-ups for learners with special needs. 5(15.15%) teachers were very satisfied, 14(42.42%) were satisfied, 5(15.15%) were neutral, 3(9.09%) were dissatisfied and 6(18.18%) were very dissatisfied. In most school teachers were given an opportunity to visit learners in their homes. This was done in the afternoon section where a day or two in a week was set aside for the teachers to visit learners who were unable to get to school due to the severity of their disability or those in school that required extra care by the parents. In some schools, this was denied since the head teachers believed that teachers were going to attend to personal businesses under the pretext of home visits. This issue had even fueled conflicts with school heads leading to transfers among teachers of learners with special educational needs in the county.

When responding to how satisfied teachers felt with the feeling of accomplishment they received from the work they were doing, 5(15.15%) of teachers were very satisfied, 14(42.42%) were satisfied, 5(15.15%) were neutral while the remaining 8(24.24%) and 1(3.03%) were dissatisfied and very dissatisfied respectively. As most learners came into the integrated classes

lacking the basic daily living skills, teachers were motivated when the learners attained these skills under their watch. This supported previous studies where teachers were motivated by working with children and seeing them grow (Zembylas & Papanastasiou, 2004). Teachers also earned great satisfaction from students' achievement (Dinham & Scott, 2000).

Teachers were satisfied with the chances for advancement. 4(12.12%) teachers were very satisfied, 15(45.45%) were satisfied, 5(15.15%) were neutral, 6(18.18%) were dissatisfied and only 3(9.09%) were very dissatisfied with the chances for advancement. Majority of the special education teachers were satisfied because they had advanced from job group G as P1 teachers to job group J after attaining their diploma in special education. After job group J, teachers move to the next grade after three years as per the non graduate scheme of service. However some teachers were neutral or dissatisfied due to the fact that advancement in special needs education required the specialized training which was not only expensive but also consumed a lot of time. Most of the teachers had attended the three year diploma course which was very expensive and the course work covered was almost what postgraduate students in other countries go through.

4.2.3 Work Environment

Table 4.5 Work Environment

		Responses					Mean	Std dev
		VS	S	N	D	VD		
The relationship with colleagues	F	8	17	4	2	2	3.78	1.06
	%	24.24	51.52	12.12	6.06	6.06		
Support from the EARC	F	6	13	8	1	5	3.42	1.25
	%	18.18	39.39	24.24	3.03	15.15		
Prestige within the working class	F	2	15	8	7	1	3.30	0.97
	%	6.06	45.45	24.24	21.21	3.03		
Value of services by the community	F	3	10	12	5	3	3.15	1.09
	%	9.09	30.30	36.36	15.15	9.09		
Status in the community	F	4	7	13	9	0	3.18	0.95
	%	12.12	21.21	39.39	27.27	0		

VS=Very Satisfied, S= Satisfied, N= Neutral, D= Dissatisfied, VD= Very Dissatisfied

When responding to how satisfied the teachers were with the relationship with colleagues, 8(24.24%) were very satisfied, 17(51.52%) were satisfied, 4(12.12%) were neutral, 2(6.06%) were dissatisfied and 2(6.06%) were very dissatisfied. A good working environment with friendly coworker is essential for job satisfaction. Most teachers were satisfied with the relationship they had with other teachers in the school. In most schools lunch clubs, welfare groups and merry go round activities were in place signifying unity among teachers. Njue (2004) indicated that teachers were satisfied with the job factor of interpersonal relationship. Juma et al (2011) had the same findings where female principals were satisfied by the good relationship with teachers.

Replying on the question how satisfied the teachers were with the support they got from the EARC officers, 6(18.18%) of the respondents were very satisfied,

13(39.39%) were satisfied, 8(24.24%) were neutral, 1(3.03%) was dissatisfied and only 5(15.15%) were very dissatisfied. The EARC officers had played a big role in the establishment of most special units in the county. The growth of special units had increase tremendously in the recent years. In Mwea East District for instant, the special units had grown from less than 10 in 2011 to over 15 by March 2013. During training of teacher in special need education the EARC office has acted as link between student teachers and KISE. The EARC coordinators therefore provide great support to the special education teachers. However, the EARC offices lacked assessment facilities as well as teaching and learning materials for the learners with special educational needs.

Workers prestige within the working class in the community is vital for job satisfaction. On this issue, 2(6.06%) of the respondents were very satisfied, 15(45.45%) were satisfied, 8(24.24%) were neutral, 7(21.21%) of the respondents were dissatisfied and only 1(3.03%) was very dissatisfied. Most of the teachers were above job group J hence earned a basic salary which would be considered fair among the community they live in. Most of these teachers have managed to educate their children, construct decent residential houses for their families as well as managed paying for their own further education in the universities and KISE. Due to their specialized training in special needs education, these teachers have also acted as resource persons and advocates for the persons with special educational needs within the county as they go for home visits to educate guardians and people living around the learners with

Special educational needs. This has earned them prestige among working class in the county.

Responding to how satisfied teachers were with the value the community puts on their services, 3(9.09%) were very satisfied, 10(30.30%) were satisfied, 12(36.36%) were neutral, 5(15.15%) were dissatisfied while 3(9.09%) were very dissatisfied. Teachers had a satisfaction with a mean of 3.15. Some parents of learners with special educational needs show great value to the services offered by the special education teachers. Community members who were aware of the services offered by the special education teachers and their impact valued the teachers' work. However, other community members view special education as a waste of time and associate the learners' disability with the teachers. Teachers of learners with special educational needs have at times been referred to as the disabled teachers as a way of belittling them.

When responding to how satisfied they were with their status in the community, 4(12.12%) of the respondents were very satisfied, 7(21.21%) were satisfied while 13(39.39%) were neutral. The remaining 9(27.27%) were dissatisfied with their status in the community. Satisfaction with the status in the community had a mean of 3.18. Teachers were moderately satisfied with their status in the community with the majority 13(39.39%) being neutral. This could be attributed to the negative attitude community members had towards special education and its personnel. As the teachers cater for the learners, they source for funds from the community, local businessmen, NGOs and even well wishers. This makes teachers to look like beggars hence the community sees

the special education fraternity as a burden. This lowers the teacher's job satisfaction.

4.2.4 Recognition, Supervision and Job Security

Table 4.6 Recognition, Supervision and Job Security

		Responses					Mean	Std dev.
		VS	S	N	D	VD		
The recognition by administrators	f	5	10	8	10	0	3.30	1.06
	%	15.15	30.30	24.24	30.30	0.00		
The leadership from the supervisor	F	6	9	6	10	2	3.21	1.22
	%	18.18	27.27	18.18	30.30	6.06		
Job security	F	6	18	5	4	0	3.78	0.87
	%	18.18	54.54	15.15	12.12	0.00		

VS=Very Satisfied, S= Satisfied, N= Neutral, D= Dissatisfied, VD= Very Dissatisfied

When responding to how satisfied teachers were with the recognition the administrators showed for a job well done, 5(15.15%) were very satisfied, 10(30.30%) were satisfied, 8(24.24%) were neutral while the remaining 10(30.30%) was dissatisfied. This shows that 15(45.45%) were satisfied with the recognition they got from the administrators who included the head teachers, deputy head teachers and senior teachers. However the remaining 18(54.54%) were either neutral or dissatisfied with the recognition by their supervisors. This depended on the administrators' attitude towards the education of learners with special needs. Kirinyaga county being one of the best performing county educationally in the country, most administrators equate performance with the mean standard score class eight pupils attained in the national examination. As most learners with disabilities are poor performers

and rarely sit for National examination, their teachers are not recognized for the work they do. In some schools teachers of learners with special educational needs are seen as if they do very little work as their roles and how learners with special needs are educated are misunderstood by the school administration.

Leadership from the supervisor led to job satisfaction to some of the teachers. 6(18.18%) respondents were very satisfied with the leadership from the supervisors, 9(27.27%) were satisfied, 6(18.18%) were neutral, 10(30.30%) were dissatisfied and only 2(6.06%) were very dissatisfied. Although the leadership from the supervisor who was mainly the head teacher was seen to bring about job satisfaction with a mean of 3.21, it also lead to job dissatisfaction among 12(36.36%) of the respondents. The leadership also influenced the opportunity for home visits, recognition and involvement in decision making. Where teachers had satisfaction with the leadership they got from their supervisors this influenced the satisfaction with other factors. Employees derive job satisfaction from supportive administration (Wood, 2008).

Job security was another determinant of job satisfaction. When responding to how satisfied teachers felt with job security in their station, 6(18.18%) of the respondents were very satisfied, 18(54.54%) were satisfied, 5(15.15%) were neutral while only 4(12.12%) of the respondents were dissatisfied. Teachers were satisfied because they were employed on permanent and pensionable terms and could not be dismissed at will. The age of the teacher, gender, experience and education level also influenced job satisfaction in relation to job

security. According to Maslow (1954) motivation theory security is one of the basic needs necessary for a worker to perform his or her duties.

4.3 Factors Influencing Job Dissatisfaction

Table 4.7 Factors Influencing Job Dissatisfaction

		Responses					Mean	Std dev
		VS	S	N	D	VD		
Special allowance	F	1	1	1	18	12	1.82	0.86
	%	3.03	3.03	3.03	54.55	36.36		
Physical facilities	F	0	2	4	17	10	1.94	0.81
	%	0.00	6.06	12.12	51.52	30.30		
Involvement in procurement of materials	F	1	3	2	15	12	1.97	1.02
	%	3.03	9.09	6.06	45.45	36.36		
Teaching/learning materials	F	1	2	7	18	5	2.27	0.89
	%	3.03	6.06	21.21	54.55	15.15		
Present salary	F	1	3	6	17	6	2.27	0.96
	%	3.03	9.09	18.18	51.52	18.18		
Participation in supervision decisions	F	2	7	7	13	4	2.69	1.04
	%	6.06	21.21	21.21	39.39	12.12		
Chances to make decisions	F	3	6	4	17	3	2.67	1.15
	%	9.09	18.18	12.12	51.52	9.09		
The school as it stands	F	3	3	12	11	4	2.70	1.08
	%	9.09	9.09	36.36	33.33	12.12		
Chances of being promoted	F	5	3	11	5	9	2.70	1.35
	%	15.15	9.09	33.33	15.15	27.27		
School policies	F	2	11	5	11	4	2.87	1.18
	%	6.06	33.33	15.15	33.33	12.12		

VS=Very Satisfied, S= Satisfied, N= Neutral, D= Dissatisfied, VD= Very Dissatisfied

When responding to how satisfied teachers felt with the special allowance they were earning, 12(36.36%) were very dissatisfied and 18(54.55%) were dissatisfied. The other responses of neutral, satisfied and very satisfied had

frequency of 1(3.03%) each. This was the main source of dissatisfaction with a mean of 1.81. In Kenya the special allowance is only 10% of the basic salary. The certificate teachers in the job group F earned a special allowance which was as little as Ksh. 1452, the diploma teachers in job group J got Ksh 2466 while the graduate teachers in the job group K got a special allowance of Ksh 3102. This was below the 30% mark that the teachers had bargained for in the year 1997. The finding was in line with the findings by Otube (2004) who showed special allowance as a less motivating factor among teachers. However, the special allowance has been raised to Ksh 10, 000 after the bargain agreement reached in July 2013.

When responding to how satisfied teachers felt with the physical facilities in the school; 10(30.30%) of the respondents were very dissatisfied, 17(51.51%) were dissatisfied, 4(12.12%) were neutral and only 2(6.06%) were satisfied with the physical facilities in the school. Although the provision of physical facilities was the mandate of the government after the commencement of the Free Primary Education, many schools still had poor facilities. In most cases the learners with special educational needs were placed in the worst classes in the schools. This was due to the fact that most school head teachers did not see the need for better classes for these learners. The classes lacked desks, tables and were poorly constructed with no windows and doors. Parent also rarely participated to improve the facilities as they saw it as a waste of resources and hence improved classes for the mainstream learners leaving learners with special needs in pathetic conditions.

Lack of involvement in procurement of materials in the special units brought about great dissatisfaction among most teachers. 12(36.36%) of the respondents were very dissatisfied, 15(45.45%) were dissatisfied, 2(6.06%) were neutral while 3(9.09%) were satisfied and 1(3.03%) was very satisfied. Although the government provided funds for procurement of instructional materials for the learners with special educational needs and the policy required that the special education teachers prioritize on the items to be procured, these teachers were rarely involved by the school head teachers. Most teachers were only informed on what the head teacher had planned to give to the special unit. This brought about job dissatisfaction as the teachers failed to own the procurement process and their responsibilities were limited. When teachers advocated for the preferred materials in the special education class this caused conflict between them and the school administration.

When responding to how satisfied teachers were with the availability of teaching and learning materials, 5(15.15%) were very dissatisfied, 18(54.54%) dissatisfied, 7(21.21%) were neutral while 2(6.06%) and 1(3.03%) was satisfied and very satisfied respectively. After the introduction of free primary education the government had the responsibility of providing funds for the procurement of teaching and learning materials. In most special units there were inadequate teaching and learning materials. The teaching and learning materials were also expensive. The materials were not available locally hence making the procurement exercise complex.

Responding to how satisfied teachers were with their present salary, 6(18.18%) of the respondents were very dissatisfied and 17(51.52%) dissatisfied. 6(18.18%) were neutral while 3(9.09%) satisfied and only 1(3.03%) was very satisfied. Majority of the teachers were dissatisfied with their current salary. For the past decade teachers had been fighting for pay rise and harmonization with that of workers in public service. Teachers in job group F earned as little as Ksh 14,520 per month, job group G earned Ksh 16,692, job group J ksh.24,662 and those in job group K earned Ksh. 31,020 per month. These teachers earned less than what the tea, coffee, rice and horticulture farmers earn in the county which led to job dissatisfaction.

When responding to how satisfied the teachers were with the participation in supervision decisions affecting their jobs, 4(12.12%) were very dissatisfied and 13(39.39%) were dissatisfied with how they participated in decision making. 7(21.21%) of the respondents were neutral. This was equal to the same numbers who were satisfied with their participation in decision making. Only 2(6.06%) of the respondents were very satisfied with participation in supervision decisions affecting their work. Most teachers were given orders to follow by their school heads without participating in the decisions that affected their jobs. This brought job dissatisfaction as the teachers did not own the policies and regulations imposed on them.

Responding to how teachers were satisfied with the chances to make decisions and act on them, 3(9.09%) of the respondents were very dissatisfied. This was followed by 17(51.52%) who were dissatisfied. 4(12.12%) were neutral while

6(18.18%) and 3(9.09%) were satisfied and very satisfied respectively. As most teachers were expected to follow certain school routines and cultures, their input on daily running of the school was ignored. The teachers were denied the responsibility to be creative and innovative on the ways they could serve their pupils better. This made teachers to lack morale as old routines were followed day in day out.

When responding to how satisfied the teachers were with the school as it stood, 4(12.12%) respondents were very dissatisfied while 11(33.33%) were dissatisfied. 12(36.36%) of the respondents were neutral while those who were satisfied and very satisfied were 3(9.09%) each. Due to the physical facilities, the leadership and the working environment most teachers showed dissatisfaction with the school in general. The school as an organization had many factors which led to job dissatisfaction among the teachers. A school is a reflection of its management and leadership hence the supervisors influenced how teachers felt about their schools.

The researcher wanted to find out how the teachers were satisfied with the chances of being promoted to a better position. 9(27.27%) of the respondents were very dissatisfied, 5(15.15%) were dissatisfied, 11(33.33%) were neutral while 3(9.09%) and 5(15.15%) were satisfied and very satisfied respectively. Teachers who were holders of certificate had to undergo proficiency courses in order to be promoted to the next grade. Getting a chance for these courses was slim and only a few teachers were promoted per year. Teachers were only promoted to be teacher in-charge of the special units in the school and none

had been promoted to be a deputy head teacher or head teacher of the whole school. The chances to be promoted to be officers in the EARC offices were also limited as few personnel were required in such offices.

When responding to how teachers were satisfied with the school policies regarding their job, 4(12.12%) of the respondents were very dissatisfied and 11(33.33%) were dissatisfied. 5(15.15%) were neutral, 11(33.33%) were satisfied whereas the remaining 2(6.06%) were very satisfied. It was evident that the school policies regarding special needs education in Kirinyaga County differed per individual schools. The findings showed a bimodal distribution where number of teachers who were satisfied was equal those who were dissatisfied. The school policy was also related to the type of school leadership. The teacher's roles as stipulated by the Teachers' Service Commission were also very demanding which was not supported by most school heads. The teachers were also given extra duties to teach in the regular classes hence reducing the opportunities to be in their classes helping learners with special needs.

4.4 Strategies for Enhancing Job Satisfaction

Table 4.8 Strategies for Enhancing Job Satisfaction

		Responses					Mean	Std dev
		SA	A	N	D	SD		
Competitive salary and fringe benefits	F	27	5	0	1	0	4.81	0.60
	%	81.82	15.15	0.00	3.03	0.00		
Opportunities for advancement and promotion	F	26	6	1	0	0	4.76	0.49
	%	78.79	18.18	3.03	0.00	0.00		
Good relationship	F	21	12	0	0	0	4.64	0.48
	%	63.64	36.36	0.00	0.00	0.00		
Supportive and accessible supervisors	F	20	11	1	1	0	4.52	0.70
	%	60.61	33.33	3.03	3.03	0.00		
Secure job environment	F	19	11	2	1	0	4.45	0.74
	%	57.58	33.33	6.06	3.03	0.00		
Support services by EARC	F	17	15	0	1	0	4.45	0.66
	%	51.52	45.45	0.00	3.03	0.00		
Improved teamwork skills	F	15	14	4	0	0	4.33	0.68
	%	45.45	42.42	12.12	0.00	0.00		
Decision making and taking responsibility	F	22	6	2	3	0	4.42	0.95
	%	66.67	18.18	6.06	9.09	0.00		
Excellent communication skills	F	17	13	3	0	0	4.42	0.65
	%	51.52	39.39	9.09	0.00	0.00		
Availability of training	F	18	11	3	1	0	4.39	0.78
	%	54.55	33.33	9.09	3.03	0.00		
Opportunities to use talents	F	18	11	1	3	0	4.33	0.91
	%	54.55	33.33	3.03	9.09	0.00		
Ability to de-stress	F	12	18	3	0	0	4.27	0.62
	%	36.36	54.55	9.09	0.00	0.00		
Flexible work environment	F	12	15	5	1	0	4.15	0.78
	%	36.36	45.45	15.15	3.03	0.00		

SA-Strongly Agree, A-Agree, N- Neutral, D-Disagree, SD-Strongly Disagree

The respondents felt that competitive salary and fringe benefits would enhance their job satisfaction. 27(81.82 %) strongly agreed while 5(15.15%) agreed that

if their pay terms were improved they would be satisfied in their jobs. Only 1(3.03%) disagreed with the statement. Teachers in the recent past had been involved in strikes and mass action as they fought for better pay and allowances. The harmonization of salaries with that of other government officials and professionals in the private sector require to be addressed. Since 1997 teachers have been fighting for house, responsibility and special allowances. The remuneration package for teachers should be fair and equitable to the duties they perform and the cost of living in the country. The salary should be reviewed regularly and be equitable to that of others workers in private and government sectors. This supported the findings by Juma et al (2011).

Special education teachers agreed that fair opportunities for promotion and advancement would enhance job satisfaction. 26(78.79%) teachers strongly agreed, 6(18.18%) agreed and only 1(3.03 %) was neutral. When teachers are promoted their salaries and allowances also increase. This would create enhanced job satisfaction among them. Teachers should be given opportunities to advance in education. They require regular training so as to teach learners with disabilities effectively. Teachers who hold diplomas should be given opportunities to acquire degrees within a shorter time where they can be given credit transfers for the units covered during their diploma education.

Teachers felt that good relationship with colleagues would improve their job satisfaction. All the respondents agreed that the relationship with other teachers was prudent for an enhanced job satisfaction to be there. 21(63.64%) strongly

agreed while the remaining 12(36.36%) agreed that interrelation with other teachers was a crucial ingredient for job satisfaction. This would bring about a sense of love and belonging satisfying the third level of needs according to Abraham Maslow. Good relationship with colleagues gives the teachers a chance to exchange ideas hence get a chance to show case their talents and abilities.

Job satisfaction among special education teachers can be enhanced by supervisors who are supportive and accessible. The supervisors should also provide timely feedback to the teachers on the issues that affect them. 20(60.61%) of the respondents strongly agreed while 11(33.33%) agree, 1(3.03%) was neutral while only 1(3.03%) disagreed. Head teachers who offer moral and financial support to their staff enhance their job satisfaction. In most integrated schools teachers have initiated projects with an aim of not only training their learners to be self reliant but also to make an extra coin for the learners with special needs. Where the school administration supports these programmes, the projects can grow to enterprises which can even employ the learners after school. The school administration should be democratic and accessible to all teachers.

A secure job environment is necessary for teachers to have enhanced job satisfaction in their work. When responding on whether a secure job environment would enhanced job satisfaction 19(57.58%) strongly agreed while 11(33.33%) agreed. However 2(6.06%) were neutral and only 1(3.03%) disagreed. The job environment should ensure safety in the classroom, safe

physical facilities, fencing of the schools, as well as security in the neighborhood. The job security should also be ensured for teachers to work well.

The special education teachers felt that provision of itinerant services by the EARC officers would improve the job satisfaction. 17(51.52%) of the respondents strongly agreed, 15(45.45%) agreed and 1(3.03%) disagreed. Some services that can be provided by the EARC offices may include sourcing for teaching and learning resources, in-service training for teachers, workshops and seminars for capacity building and advocacy among the stakeholders as well as sourcing for funds from development partners and well wishers.

Improved teamwork skills enhance job satisfaction. 15(45.45%) of the respondents strongly agreed, 14(42.42%) agreed while 4(12.12%) were neutral. When teachers work together their job satisfaction increases. This is due to the fact that it improves harmony and collaboration among teachers. Teachers can improve their teamwork skills by avoiding conflicts and effectively communicating with each other. Teachers can also organize occasions which build friendship among staff members like parties, games and sports and family open days where the teachers can freely retreat with colleagues and their families. This can assist to make a strong bond between the members of staff increasing their job satisfaction.

If teachers were allowed to decide and take responsibility on their work, this would improve their job satisfaction. 22(66.67%) of the respondents strongly agreed, 6(18.18%) agreed, 2(6.06) were neutral while 3(9.09%) disagreed.

When teachers are given the chance to make decisions and take responsibility of their work, it acts as a feedback from the supervisor and an affirmation that what they are doing is appropriate and valued. This makes teachers to be innovative and use their talents and abilities fully. The teachers try more challenging tasks in their work as this motivates them further. However as teachers make decisions they should be supported with relevant resources to actualize these innovative decisions.

Excellent communication skills improve relationship between teachers and their supervisors. When the relationship is favorable, it enhances job satisfaction. 17(51.52%) of the respondents strongly agreed that excellent communication skills would improve the relationship with head teachers which would in turn enhance job satisfaction, 13(39.39%) agreed while 3(9.09%) were neutral. When teachers have good communication skills they are able to put across their requests, complains and demands in a diplomatic way making it possible for the supervisor to address them favorably. Effective communication is an important tool for negotiations and bargain for better terms of service and promotions.

Responding to whether availability of training and professional growth opportunities would enhance job satisfaction, 18(54.55%) of the respondents strongly agreed, 11(33.33%) agreed, 3(9.09%) were neutral and 1(3.03%) disagreed. Teachers of learners with special educational needs in the county had all undertaken special education courses after their Primary Teachers' Education. The teachers had joined local and international universities in

search for further studies. This had made them grow professionally. Other teachers had undertaken short courses in KISE and in the universities like sign language and functional assessment with an aim to improve their skills. However these courses were expensive to undertake as they were self sponsored.

Teachers felt that if given opportunities to use their talents and be creative, their job satisfaction would be enhanced. 18(54.55%) of the respondents strongly agreed, 11(33.33%) agreed, 1(3.03%) was neutral while 3(9.09%) disagreed. In some integrated schools the teachers had used their talents and creativity and initiated small scale projects like keeping of rabbits, farming, small kitchens and tree nurseries. These projects were used by the learners to acquire vocational skills as well as earn little finances which teachers used in the running of the special units. However, in other schools such projects were interfered with by the school administration demoralizing the teachers.

Job satisfaction being psychological can be enhanced by the teacher's ability to de-stress and avoid burnout. 12(36.36%) of the respondents strongly agreed, 18(54.55%) agreed while 3(9.09%) were neutral. Teachers can involve themselves in activities which will reduce work stress. This may include counseling session, involvement in sports and games, avoiding overworking and involvement in motivating activities. Workers should also learn to de-stress and plan to avoid burnout in their work places (Gale, 2001).

The work environment should be flexible with teacher oriented policies. 12(36.36%) of the respondents strongly agreed, 15(45.45%) agreed, 5(15.15%)

were neutral while 1(3.03%) disagreed. The work environment should allow teachers to attend to their work duties and their personal responsibilities smoothly. Teachers should be allowed to make school policies which are favorable to the entire school community. The work conditions should be positive for good performance in the schools.

4.4.1 Outcome of Job Satisfaction

Table 4.9 Outcome of Job Satisfaction

		Responses					Mean	Std dev
		SA	A	N	D	SD		
Improved student performance	F	24	9	0	0	0	4.73	0.45
	%	72.73	27.27	0.00	0.00	0.00		
Improved school performance	F	24	9	0	0	0	4.73	0.45
	%	72.73	27.27	0.00	0.00	0.00		

SA-Strongly Agree, A-Agree, N- Neutral, D-Disagree, SD-Strongly Disagree

When teachers are satisfied in their jobs the educational performance of the learners would also improve. This was agreed upon by all the respondents where 24(72.73%) strongly agreed while 9(27.27%) agreed. When teachers are satisfied in their jobs they work smarter and act as good role models to the learners who emulate them as they work. Teachers also have the energy to work with individual learners, use their talents and encourage learners to do well in their education. Teachers also felt that the general school performance would be positively influenced by their job satisfaction. 24(72.73%) of the respondents strongly agreed while 9(27.27%) agreed. When workers are happy with their job they are more committed in their duties. This would translate to better educational performance in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter entails the summary of the study, implication of the main findings, conclusion, recommendation and future research gaps.

5.1 Summary

The purpose of this study was to investigate the determinants of job satisfaction among teachers of learners with special educational needs in integrated public primary schools in Kirinyaga County. The objectives of the study were to establish the determinants of job satisfaction among teachers of learners with special educational needs, to determine factors influencing job dissatisfaction and to examine the strategies for enhancing job satisfaction among teachers of learners with special educational needs.

A descriptive survey design was adopted in the study. The study was carried out in Kirinyaga County. Purposive sampling was used to sample the county, integrated public primary schools and teachers of learners with special educational needs. A sample size of 33 teachers comprising of 11(33%) male and 22 (67%) female was used. The Research instrument was divided into three sections, section one catered for the demographic information, section two was on determinants of job satisfaction and dissatisfaction while section three addressed the strategies for enhancing job satisfaction.

During analysis of data, the questions were analyzed by means of SPSS computer programme version 12.0 and presented in percentages, mean, frequencies, standard deviation, graphs and tables. The analysis was done on

33 respondents which was 100% of the sampled group. 11(33%) of the respondents were male while 22 (67%) were female. The study showed that 27 (81.82%) teachers had diploma in special needs education, 4 (12.12%) had bachelor degrees while 2(6.06%) had in-service certificates in special needs education. Additionally, they had acquired special needs education training and had adequate experience teaching learners with special educational needs.

5.1.1 Determinants of Job Satisfaction

The study findings established that determinants of job satisfaction among teachers of learners with special educational needs included the following:

Their nature of work they were doing in the integrated public primary schools with a mean of 3.82 where the majority 25 (75.76%) teachers were either very satisfied or satisfied. Relationship with other teachers brought about job satisfaction being rated at a mean of 3.78 with 25 (75.76%) of teachers being satisfied. Job security was the third determinant of job satisfaction with a mean of 3.78. The study found out that 24 (72.73%) respondents were satisfied with the job security they enjoyed. The pupil-teacher ratio also brought about satisfaction with a mean of 3.52. It had 19 (57.58%) teachers being satisfied.

Teachers had satisfaction from the accomplishment they got on work done. This had a mean of 3.42 with 18 (54.54%) teachers responding as satisfied. The support teachers got from the EARC offices led to job satisfaction with a mean of 3.42. The study indicated that 19 (57.58%) of the respondents were satisfied. Teachers valued chances of advancement in their career. On this facet, 19(57.58%) teachers were satisfied and had a mean of 3.33. The recognition

teachers got from their supervisors brought forth job satisfaction with a mean of 3.30. It was noted that 15 (45.45%) of teachers were satisfied.

Teachers were also satisfied with the prestige they had among the working class in the county. This had a mean of 3.30 as 17 (51.52%) of teachers were satisfied. Involvement in assessment and placement of learners with special educational needs brought about job satisfaction with a mean of 3.24. According to the findings, 17(51.52%) of teachers were satisfied as for the opportunities for home visits and follow-ups of learners with special educational needs led to job satisfaction. This job satisfaction facet had 19 (57.58%) of teachers being satisfied. The workload teacher had elicited job satisfaction with a mean of 3.24. In this study, 18 (54.54%) of teachers were satisfied. The value the community puts on teachers' services had a mean of 3.15. According to the findings 13 (39.39%) of teachers were satisfied.

5.1.2 Factors Influencing Job Dissatisfaction

According to the study findings there were several factors that influenced job dissatisfaction among teachers of learners with special educational needs. These included the special allowance the teachers earned being rated at 1.82, the physical facilities rated at 1.94 and the involvement in procurement of materials in the integrated classes at 1.97. These factors were found to be the greatest dissatisfiers with majority of respondents being very dissatisfied with them. Other factors which brought about job dissatisfaction among teachers were the availability of teaching and learning materials. This had a mean of 2.27 with 23 (69.69%) teacher being dissatisfied.

The present salary led job dissatisfaction with a mean of 2.27. It was found out that 23 (69.69%) teachers were dissatisfied. The participation in supervisory decision making led to job dissatisfaction with a mean of 2.69. This was close to that of the chances teachers had to make decisions and act on them which were rated at 2.67. On how the school stood at the moment, 15 (45.45%) teachers were dissatisfied. This had a mean of 2.70. The chance of being promoted to better position dissatisfied teachers with a mean of 2.70. This was followed by the school policies regarding the work teachers undertook rated at 2.88.

5.1.3 Strategies for Enhancing Job Satisfaction

According to the findings, the strategies for enhancing job satisfaction among teachers of learners with disabilities would include being offered a competitive salary and fringe benefits. This had a mean of 4.76 and 32 (96.97 %) of teachers agreed. A fair opportunity for promotion and advancement was another strategy that teachers felt would enhance job satisfaction. This had a mean of 4.76 and 32 (96.97%) of teachers agreed. Ensuring good relationship with colleagues was seen to enhance job satisfaction with a mean of 4.64 and 21(63.64%) of the teachers strongly agreeing while the remaining 12 (36.36%) agreed. Supervisors who were supportive and accessible would also enhance job satisfaction. This was supported by 31(93.03%) respondents who agreed.

A secure job environment would enhance job satisfaction with a mean of 4.45. This was followed by provision of itinerant services as well as other services offered by the EARC officers which was rated at 4.45. Teachers agreed that if

they improved teamwork skill this would enhance job satisfaction. This had a mean of 4.33. Being allowed to decide and take responsibility was another strategy that would enhance job satisfaction with a mean of 4.42. Developing excellent communication skills would enhance job satisfaction with a mean of 4.42 with 30(90.91%) respondents who agreed. Availability of training and professional growth opportunities would enhance job satisfaction with a mean of 4.39 where 29 (87.88%) respondents agreed.

5.2 Implication of the Findings

The study findings have shown that teacher training is vital for better performance in the integrated schools. When teachers are well trained they are able to serve learners with disabilities well. For teachers to perform their duties appropriately adequate training is necessary (Robbins & Judge, 2008). As teachers attained job satisfaction from work related factors, their ability to use skills and creativity was necessary. To capitalize on this, opportunities should be made available for teachers to become both innovative and skillful. They should also be offered regular refresher courses and workshops where they can be trained in the latest techniques and approaches of teaching learners with special needs. This will enrich their skills and prowess in special needs education.

The study found that the question of adequate pay for special education teachers has not been addressed yet. Although the government addressed salaries for teachers, special considerations should be made to those teaching the learners with special needs. Ways of compensating teachers for their extra

time when they go for home visits, participate in developing IEP and offer counseling services should be prioritized. To ease the teachers work, provision of teacher aides and introduction of team teaching should be encouraged to give teachers time to attend to other responsibilities (Otube, 2004).

The study revealed that poor physical facilities in schools affect teachers' job satisfaction and the education performance of the learners. The school infrastructure should be improved. This calls for the government and stakeholders to build modern classes, provide adequate chairs and tables for the learners and improve on the security of the classes to avoid loss of the teaching materials in the classes. Teaching and learning materials are necessary to enhance teachers' job satisfaction. The government should provide the necessary facilities and specialized resources. Support services to the teachers and learners should also be availed for better academic performance. These services include facilities and equipment. Workshops to produce and repair the resources should also be established. Resource rooms and resource teachers should also be put in place. Itinerant teachers can be used to assist the teachers in technical tasks.

The working environment should be secure and friendly to the teachers. The relationship between colleagues and supervisors should be cordial to increase productivity in the school. The school as an organization should have policies which are teacher oriented. Teacher involvement in supervisory decision making should be encouraged as it persuades them to own the school functions and policies. The education sector should have a scheme of service for special

education teachers where promotions are frequent and fair to all teachers. Their salaries should also be reviewed promptly.

The negative attitude towards learners with disabilities and their teachers from the school administration, community and other stakeholders should be addressed. This will make them appreciate the teachers as well as the learners with SNE and support the education programmes in the integrated classes. The ministry of education should continuously investigate the job satisfaction levels among teachers and strategize on ways of enhancing it. This can be done by sustaining and improving factors that bring job satisfaction and eliminating those that bring job dissatisfaction. When teachers' job satisfaction is addressed the education performance of the learners improves.

As supervisors and the administration were cited as a source of job dissatisfaction by many teachers, head teachers should be trained in special education to understand the reality of special education. Preferably qualified persons with disabilities should be given preference during recruiting of supervisors in special education. The EARC should organize awareness courses to the current head teachers and plan for visits to the well established integrated schools and units where the learners are fully involved in meaningful activities for the head teachers to get first hand information on the potentials that learners with disabilities may have. Successful persons with disabilities should also be invited during education days as motivational speakers to encourage learners with special needs as well as enlighten the school community on how a person can be abled differently.

During procurement of materials, the special education teachers should be involved. The process should be overboard and transparent. The learners' needs should be considered and the stakeholders' views incorporated. Locally available resources should be used. The government should also subsidize the cost of materials used in special education.

5.3 Conclusion

The determinants of job satisfaction among special education teachers include the type of work done in the integrated schools, relationship with colleagues, job security, pupil-teacher ratio, accomplishment of work done, support from the EARC and prestige within the working class in the county. Teachers also got job satisfaction from their involvement in placement and assessment of learners with disabilities, opportunities for home visits and follow ups for learners with special educational needs, the workload they handle and their status in the community.

The factors influencing job dissatisfaction among special education teachers were the low special allowance they received, the poor physical facilities in their schools, lack of involvement in the procurement of resources in the integrated classes, inadequate teaching and learning materials in the classes as well as their low current salaries. Teachers also were dissatisfied by the denial to participate in supervisory decisions affecting their work, the limited and slim chances of being promoted to better positions and the school policies regarding their work.

The strategies for enhancing job satisfaction among special education teachers of learners with special educational needs included provision of competitive salary and fringe benefits which should be reviewed regularly and equitable to other workers in other sectors. There should be fair opportunities for promotion and advancement, good relationship with colleagues, supervisors should be accessible and supportive to the teachers as well as a secure job environment. Since teaching learners with special educational needs is challenging, teachers require support services from the EARC officers such as itinerant teachers and resource rooms. Teachers should be involved in decision making and take responsibility of their decisions. They should also be given chances to improve their teamwork skills, develop excellent communication skills, be creative and use their talents. The work environment should be flexible with teacher oriented policies and there should be training and professional growth opportunities for all teachers.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made:

1. The working conditions in the integrated public schools should be improved, for instance, teachers' salaries should be considered bearing in mind their responsibilities and work demands. Their fringe benefits, accommodation allowances, commuter, medical and special allowance should be regularly reviewed.

2. Head teachers should have management training before assuming offices. This will equip them with management skills, human relation, performance appraisal and financial management. They should also undertake courses in special needs education to fully understand the teachers' role and responsibilities.
3. Teachers' performance should be recognized by the government, school administration and the community. This could be in form of promotions, rewards or even awarding certificates.
4. Teachers undertaking degree course in SNE should be given credit transfers, and part/their entire fee paid by the government. Those undertaking functional assessment courses in KISE should also be encouraged by subsidizing their fee and promoting them after they complete their education.
5. Adequate teaching and learning materials should be provided. The school management should be innovative enough to source for funds from the community, NGOs and business organization to procure needed materials.
6. Teachers should be encouraged to use their talents and be innovative in their work. They should also be provided with support services from the EARC and resource teachers to enrich their work.

7. Seminars and workshop should be organized to create awareness in the community on the importance of special education, as well as advocate for the need for inclusion of these learners in the mainstream education.

5.5 Suggestions for Future Research

The following areas should be investigated to enrich the field of special needs education:

- a) Determinants of job satisfaction among special education teachers in the public special schools
- b) Investigation of why female teachers were more satisfied than their male counterparts
- c) The impact on leadership styles on attrition, retention and transfer of teachers of learners with special educational needs

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

General Instructions and Guidelines

This questionnaire is part of a research project examining the determinants of job satisfaction and the strategies for enhancing job satisfaction among teachers serving students with special needs. It is not a test and therefore there is no right or wrong answers. Please answer the entire questionnaire as best as you can. Kindly answer directly in the spaces provided and as requested.

To answer the questions, simply "TICK" (✓) the most appropriate answer. Where no choices are given, provide your answer as truthfully as possible by filling in the blank spaces.

To ensure complete confidentiality, you are not required to enter your name on the questionnaire.

PART 1: PERSONAL DATA SHEET

1. Name of your school
2. Location of your school (District)
3. Gender: Male ... Female...
4. Age in years
 20-30... 31-40... 41-50... 51-60...
5. Designation:
 Assistant teacher.....
 Senior teacher.....
 Deputy Head teacher.....
 Head teacher
6. Marital status
 Married.....
 Single.....
 Divorced.....
 Widowed.....
 Separated
7. Years of experience in Special education
 0-5 years.....
 6-10.....
 11-15.....
 16-20.....
 Above 20.....
8. What is the highest grade you have attained in formal education?
 Certificate
 Diploma.....
 Bachelors Degree.....
 PGDE.....
 Masters.....

9. Have you undertaken any training in special education?
 Yes.....
 No.....
10. If "YES" to what level have you trained?
 In-service.....
 Diploma.....
 Bachelors.....
 Masters.....
11. How many years have you been teaching in your current station?
 Less than 1 year.....
 1-5 years.....
 6-10 years.....
 11-15 years.....
 Over 15 years.....
12. What category of learners with special educational needs is in your school?
 Mentally handicapped.....
 Physically handicapped.....
 Visually handicapped.....
 Hearing Impaired.....
 Autistic
 Behavior and emotional disorder.....
 Specific learning difficulties.....
 Communication disorder
 Others (specify).....
- 13: Have you been trained to handle the type of disability you are currently teaching?
 Yes.....
 No.....
14. Your school is funded by
 Government.....
 Church organization.....
 NGO (specify).....
 Govt/Church.....
 Govt/NGO.....
 NGO/church.....
 Others (specify).....

PART 2: JOB SATISFACTION QUESTIONNAIRE

Key: Very Satisfied (VS) – 5
 Satisfied (S) – 4
 Neutral (N)-3
 Dissatisfied (D)-2
 Very Dissatisfied (VD)-1

		VS	S	N	D	V D
1.	How satisfied are you with the sort of work you are doing in the integrated primary school?	5	4	3	2	1
2	How satisfied are you with the value the community puts on your services?	5	4	3	2	1
3	In your daily work, how satisfied are you with the chances to make decisions and act on them?	5	4	3	2	1
4	How satisfied are you with the recognition your supervisor show for a job well done?	5	4	3	2	1
5	How satisfied are you with the type of leadership you have been getting from your supervisor?	5	4	3	2	1
6	How satisfied are you with the relationship with colleagues in your school?	5	4	3	2	1
7	How satisfied are you with the school policies regarding your job?	5	4	3	2	1
8	How satisfied are you with the extent you participate in the supervisory decisions that affect your job?	5	4	3	2	1
9	How satisfied are you with the school as it now stands?	5	4	3	2	1
10	How satisfied are you with your prestige within the working class in the county?	5	4	3	2	1
11	How satisfied are you with your chances of being promoted to a better position?	5	4	3	2	1
12	How satisfied are you with your chances for advancement in your profession?	5	4	3	2	1
13	How satisfied are you with the physical facilities in your school?	5	4	3	2	1
14	How satisfied are you with the availability of teaching and learning materials in your school?	5	4	3	2	1
15	How satisfied are you with the workload you handle?	5	4	3	2	1
16	How satisfied are you with the pupil teacher ratio in the integrated class?	5	4	3	2	1
17	How satisfied are you with your present salary?	5	4	3	2	1

18	How satisfied are you with your special allowances?	5	4	3	2	1
19	How satisfied are you with your status in the community?	5	4	3	2	1
20	How satisfied are you with the feeling of accomplishment you receive from the work you are doing?	5	4	3	2	1
21	How satisfied are you with the amount of pressure you feel in meeting the work demands of your job?	5	4	3	2	1
22	How satisfied are you with your involvement in assessment and placement of learners in the unit?	5	4	3	2	1
23	How satisfied are you with your involvement in procurement of materials in the special unit?	5	4	3	2	1
24	How satisfied are you with the opportunities for home visits and follow ups for SNE learners?	5	4	3	2	1
25	How satisfied are you with the support you get from the Education Assessment and Resource Centre (EARC)?	5	4	3	2	1
26	How satisfied are you with job security in your profession?	5	4	3	2	1

PART III: ENHANCING JOB SATISFACTION**Key:** Strongly Agree (SA) – 5

Agree (A) - 4

Neutral (N) - 3

Disagree (D) - 2


Strongly Disagree (SD) - 1

		SA	A	N	D	SD
1.	Availability of training and professional growth opportunities will enhance my job satisfaction	5	4	3	2	1
2	A flexible work environment with teacher oriented policies will enhance my job satisfaction.	5	4	3	2	1
3	The opportunity to use my talents and be creative will improve my job satisfaction.	5	4	3	2	1
4	Being allowed to decide and take responsibility on my work improves my job satisfaction.	5	4	3	2	1
5	A secure job environment will enhance my job satisfaction	5	4	3	2	1
6	Good relationship with colleagues improves job satisfaction	5	4	3	2	1
7	A competitive salary and fringe benefits will enhance job satisfaction.	5	4	3	2	1
8	Fair opportunities for promotion and advancement will enhance my job satisfaction	5	4	3	2	1
9	My ability to de-stress and avoid burnout will increase job satisfaction	5	4	3	2	1
10	Developing excellent communication skills will improve my relationship with my supervisor hence enhance job satisfaction	5	4	3	2	1
11	A supportive and accessible supervisor who provides timely feedback will improve my job satisfaction	5	4	3	2	1
12	Provision of itinerant services as well as other services by the EARC will enhance job satisfaction	5	4	3	2	1
13	If I improve my teamwork skills it will improve my job satisfaction	5	4	3	2	1
14	My job satisfaction will improve students' educational performance	5	4	3	2	1
15	Enhanced job satisfaction will positively influence education performance in my school	5	4	3	2	1

Thank you

APPENDIX 2: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
 Mobile: 0713 788 787 , 0735 404 245
 Fax: 254-020-2213215
 When replying please quote
 secretary@ncst.go.ke

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/238**

Date: **19th March, 2013**

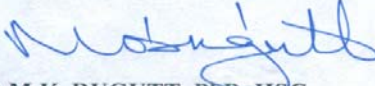
Bernard Mironi Kinyua
 Kenyatta University
 P.O.Box 43844-00100
 Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated *11th March, 2013* for authority to carry out research on "*Determinants of job satisfaction among teachers of learners with special education needs in Integrated Public Primary Schools in Kirinyaga County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga County** for a period ending **31st May, 2013**.

You are advised to report to **the District Commissioners and the District Education Officers, Kirinyaga County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
 The District Education Officers
 Kirinyaga County.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX 3: RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2), four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

(CONDITIONS-see back page)

GPK6055t3mt10/2011

PAGE 2 **PAGE 3**

THIS IS TO CERTIFY THAT:



Prof./Dr./Mr./Mrs./Miss/Institution
Bernard Mironi Kinyua
 of (Address) **Kenyatta University**
P.O.Box 43844-00100, Nairobi.

has been permitted to conduct research in

Location
Kirinyaga
District
County

On the topic **Determinants of job satisfaction among teachers of learners with special education needs in integrated Public Primary Schools in Kirinyaga County, Kenya.**

for a period ending: **31st May, 2013.**


Applicant's Signature

Secretary
National Council for Science & Technology