

**JOB SATISFACTION AMONG PRE-PRIMARY SCHOOL TEACHERS: CASE
OF MAKUENI COUNTY, KENYA**

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E55/OL/23091/2013

**PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR THE
AWARD OF THE DEGREE OF MASTERS EDUCATION IN (EARLY
CHILDHOOD STUDIES) IN THE SCHOOL OF EDUCATION, KENYATTA
UNIVERSITY**

JULY, 2018

DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this work to my family, friends and all who contributed towards making this report a success.

ACKNOWLEDGEMENTS

First and foremost, I acknowledge the Almighty God for his blessings in writing this report. I further acknowledge the support of my supervisor; Dr. Teresa Mwoma for her guidance in coming up with this research report. I also acknowledge my family and friends for their moral support.

I would also like to acknowledge the Department of Early Childhood, Kenyatta University, for giving the opportunity to undertake my post graduate studies, and availing the required resources that made my studies a success.

Furthermore, I sincerely acknowledge the study participants who willingly sacrificed their time to fill in the questionnaires to the best of their knowledge. Also, I sincerely acknowledge the head teachers in the respective schools where the study took place for giving me the permission to conduct my study.

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ABBREVIATIONS AND ACRONYMS

CPSB:	County Public Service Board
CSG:	Community Support Grants
ECD:	Early Childhood Education
FPE:	Free Primary Education
G.O.K:	Government of Kenya
IRB:	Institute Review Board
M.O.E:	Ministry of Education
PPMC:	Pearson Product Moment -Correlation
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission
UNCRC:	United Nations Convention on the Rights of the Child
UNESCO:	United Nation Education, Scientific and Cultural Organization
USA:	United States of America

ABSTRACT

Job satisfaction is viewed as an imperative and an attractive attribute to the employee result for organizations because of the fact that fulfilled employees perform at higher levels than the individuals who are not fulfilled. Since job satisfaction has an important relationship with the workforce performance and the entire organizational efficiency, a lot of attention has been paid to the job satisfaction amongst various occupations of various groups. This study looked at job satisfaction among pre-primary teachers employed by the County Government. The study focused on investigating job satisfaction among pre-primary school teachers: case of Makueni County, Kenya. The theory underpinning the study was the two factor theory. A descriptive research design was utilized for the study. The target population of the research was pre-primary school teachers in Makueni County. The study used probability sampling techniques involving simple random sampling and systematic sampling to arrive at the size. Therefore, a sample size of 63 pre-primary school teachers in Makueni County was selected for the study. The research utilized a semi-structured questionnaire that had both open and close ended questions. The data were then organized for analysis using the Statistical Package for Social Sciences (SPSS). The analysed data was presented using frequencies, percentages, standard deviations, means and other measures of central tendency. The study concluded that all the variables had a positive and significant influence on job satisfaction. The study recommended that highly qualified teachers needed to be given the conditions that match their qualifications in order to raise their satisfaction status and improve the job outcomes.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

This chapter offers the details with regards to the background information, statement of the problem, the purpose of the study, the objectives of the study, the research questions, as well as the significance of the study. The chapter also gives the theoretical as well as the conceptual framework of the study, the limitations and the delimitations of the study and the operational definition of terms.

1.1 Background to the Study

Job satisfaction can be defined as the combination of both the physiological, psychological and environmental elements which makes someone to state that he/she is happy with his/her occupation (Long & Swortzel, 2010). Furthermore, according to Brady (2012), job satisfaction can be referred to as an enthusiasm and the viable reactions which are got from someone's occupation. Such illustrations do not just refer to the compensations alone, but also include elements such as the way in which the employees are dealt with as well as how they are valued by the managers (Brady, 2012). It also incorporates the initiatives under which the employees' needs are put into considerations by their employers (Rousseau, 2010). If such considerations are not given the much needed attention by the education stakeholders, then the level of job satisfaction among the preschool teachers will be lowered, hence negatively affecting the education outcomes.

In fact, in the past 15 years, there has been a global recognition of the importance of investing in the children's lives in their early years, evidenced by the rapid increase of the Early Childhood Care and Education (ECCE) services around the globe (UNESCO, 2015). However, the progress in the coverage of the pre-primary education has not been given the much needed attention in equal terms across all the regions as well as within the countries and therefore the delivery of the quality of the early childhood education remains a big challenge in many countries around the world (UNESCO, 2015). Indeed, the recent Global Education Framework Education (2030) has incorporated a target which has the focus on increasing the equitable and the quality provisions, including the one year of free and compulsory education. Therefore, in order to ensure that this target is achieved, the ability to conduct an adequate recruitment, as well as retaining and supporting the highly qualified staff within the pre-schools is highly encouraged.

Job satisfaction is no longer a new phenomenon within the organizational behaviour and also in the organizational science as well (Agho, Mueller & Price, 1993). In fact, it is among the themes that have drawn a lot of interests among many scholars in very many fields. Therefore, many studies have since been conducted in this topic for more than six decades now and even thousands of research articles have been published with regards to job satisfaction (Miner, 2015). However, many of these studies have taken place in developed nations like the United States of America, the United Kingdom, New Zealand, and Canada, but very few studies have so far been conducted in developing countries (Zembylas & Papanastasiou, 2006). This then means that there is more literature on the pre-school teachers' job satisfaction in developed than it is within the developing countries, Kenya in particular.

Elsewhere in the African continent, job satisfaction in education sector has been given a serious attention in order to promote the quality of education. For instance, in Nzukka Education Zone, Nigeria, teachers are perceived to be unsatisfied with their respective jobs. This is evidenced by higher levels of indiscipline, job turnover and the reported cases of examination mismanagement by the teachers (Abdulaziz, 2014). Therefore, it is important to adequately address the cases of job satisfaction among preschools if the quality of education is to be attained. The existing literature indicates that efficient leadership significantly impacts on the teachers' performance (Sezgin, 2009). In fact, the performance of an individual determines the entire organizational performance, an in particular and in successfully achieving particular goals (Sezgin, 2009).

In the Kenyan context, Waithaka (2003) argues that the most common job satisfier among the preprimary schools are "good management," whereas "poor salary scale," is the most common job dissatisfier. The study found that the cooperation nature of the children was the most satisfying factors and further indicated that most preschool teachers were found to be satisfied in their work. On the contrary, Makoti (2005) investigate terms and conditions of service for pre-school teachers and found out that most preschools teachers are often demotivated by the existing terms of services. However the scholar suggested that there was need for the government agencies to provide clear guidelines with regard to the terms and conditions for the preschool teachers to be used by all the employers. Therefore, this raises the need for further studies in this area in order to gain clear insights on the impacts of the terms and condition of service on the preschool teachers' job satisfaction.

In order to improve the status of preschool education, the Ministry of Education, through Community Support Grants (CSG) has been supplementing group endeavours in financing pre-primary school activities such as the increment of the pre-school teachers' salaries, overall sanitation and the programmes for supporting the provision of educating/learning materials at pre-primary school centres (Ndani, 2012). In 2011, under the Permanent Secretary Circular, SCG was given the mandate with the responsibility of ensuring that there is an increase in salary for the preschools in Kenya hence improving job satisfaction among the preschools. However, this is still a subject of research as issues of job dissatisfaction are still high even today. This is evidenced by the assessment by UNESCO (2015) which found out that most institutions, whether private or public still lack the finances to support their operations such as paying for the preschool teachers.

1.2 Statement of the Problem

Different studies have been conducted in relation to job satisfaction in Kenya. However, there are still research gaps that need further investigation. For instance, Waithaka (2003) found out that the most satisfier of job satisfaction among preschool teachers were good management whereas least satisfier was poor salary scale. The study lacks the contribution on the impacts of the level of training and working conditions on job satisfaction. Also, Kinuthia, Kombo and Mweru (2013) found that the teachers involved in preschool teaching were the ones who had low levels of training and few years of teaching experiences. However, the study did elaborate on its impacts on job satisfaction. Furthermore, Ndani and Kimani (2011) found that the motivation among the preschool teachers was less than 50%, hence below average. Even though the study recommended the ministry of education and other relevant stakeholders to improve the

teaching/learning environment, it does not reveal its impacts on the job satisfaction in the first place. Mosomi (2015) also found that only employers' welfare support and salary was statistically significant on the job satisfaction among preschool teachers. However, the study recommended better working environments including better classrooms, appropriate information technology, teaching-learning materials, address remuneration, better services and motivation. This is done without clear findings to indicate whether these were indeed necessary. Makoti (2005) also argues that most preschools work under significantly different terms and conditions of Service which in turn affected their job satisfaction. However, this was done before the devolution of preschool education to the county governments. And therefore, it is not clear whether this still the case with the devolution system of governance. If job satisfaction is not given the much needed attention, the education outcomes at the pre-school setting may be poor, as the teaching may demoralized to work hard. This may end up affecting the quality of education in general, since less equipped children may transit to upper primary, leading to poor performance in their national examinations.

1.2.1 Purpose

The purpose of this study was to examine level of job satisfaction among pre-primary school teachers the job satisfaction in Makueni County. This was done by investigating how the training level, terms and conditions of work, and working environment collectively affect job satisfaction.

1.2.2 Objectives

- i. To determine the effects of training level of pre-primary school teachers on job satisfaction.

- ii. To explore the effects of terms and conditions of service of pre-primary school teachers on job satisfaction.
- iii. To examine the effects working environment of pre-primary school teachers on job satisfaction

1.2.3 Research Questions

- I. What are the effects of training level of pre-primary school teachers on job satisfaction?
- II. What are the effects of terms and conditions of service of pre-primary school teachers on job satisfaction?
- III. What is the effect of working environment of pre-primary school teachers on job satisfaction?

1.3 Significance of the Study

The findings of the study may be helpful to policy makers such as the Ministry of Education and the County Governments as they may be able to design relevant policies and strategies that will enhance job satisfaction among pre-primary school teachers. The county government education management personnel and planners will be able to make decisions aimed to improve the early childhood education teachers' morale and working conditions. The findings of this research may also be important to the future scholars who may wish to conduct similar studies in future, since the literature for reference will be available.

1.4 Limitations and delimitation of the Study

The current study was conducted under the following limitations and delimitations:

1.4.1 Limitation of the Study

Due to time and financial constraints, the study only focused on 53 pre-primary school teachers in Makueni County. The data source was limited to teachers working in these pre-schools. Therefore, the scope of the study will be Makueni County, which is one of the 47 counties in Kenya. It may not be possible to generalize the study findings to other 46 counties given that the scope of the study is limited to only one county. Furthermore, there are also different factors that determine teachers' attitudes towards teaching but the study only focused on the selected factors. The findings therefore, only reflected the study factors. To overcome the limitation of time and financial constraints, the researcher employed less researcher assistants and maximized the available time by conducting the study on full time basis. Also, the study used an appropriate sampling technique that gave an effective sample to work with.

1.4.2 Delimitations of the Study

This study delimited itself on job satisfaction among pre-school teachers. It mainly concentrated on pre-school teachers in Makueni County. The study could have used a larger sample with different respondents, but instead delimited itself to the chosen preschools with particular number of respondents as well as study variables.

1.5 Assumptions of the Study

The study was guided by two assumptions, first, every participant was willing to give the required information without reservation or fail; and second, that, the respondents would be honest in responding to the questions asked.

1.6 Theoretical and Conceptual Framework

The current study was underpinned under the following theoretical and conceptual framework:

1.6.1 Theoretical Framework

The current study was grounded on the two factor theory which was developed by Fredrick Herzberg (1966). This theory states that there are two elements which significantly affect the people at work which include motivational and environmental factors. It states that motivators involve the intrinsic of a particular job which often satisfy the high ordered needs of an individual. In fact, the motivational factors also include the job factors that enhances the motivation and whose absence does not necessarily lead to the job dissatisfaction. Such factors include responsibility, achievement, recognition, growth, advancement as well as the work itself. They are very efficient in motivating the workers to a higher productivity, which Herzberg and Snyderman (2010) argue that they are often unfulfilled in most modern organizations (Herzberg & Snyderman, 2010).

Moreover, environmental variables are often the employment considerations which lead to dissatisfaction and they result from the context of the intrinsic jobs, the conditions of work, interpersonal leadership, supervision, administration and company policy, job security, the employee stability and the organizational strategy. Herzberg's hypothesis recommend that having all the environment present at an adequate level, will deliver a nonpartisan feeling about the occupation practically as though they were normal (Mitchell, 1982). In the event that the cleanliness is at an unsatisfactory level, dissatisfaction will happen. The current study investigated the relationships between

working environment of pre-primary education teachers and their job satisfaction among early childhood education teachers hired by county government to see if Herzberg's theory on working conditions affected job satisfaction.

This theory has been perused comprehensively and despite its challenges, its importance is that its inspiration has its origin from human beings as opposed to the external factors (Griffin & Moorhead, 2011). The theory suggests that job satisfaction is entitled to both the job itself and environmental factors such as employment, salary and the working conditions. All these factors will influence the job satisfaction of pre-primary school teachers in that they will encourage or discourage the pre-primary education teacher to continue working at the school. This theory is relevant to this study in that terms and conditions of service, working environment and procedure followed in teacher recruitment will all motivate pre-primary school teachers to perfect their duties well.

This theory informed the current study by the suggestion that individuals plan on how to behave; therefore, teachers have different attitudes depending on the treatment by their employers, conditions at work, the calibre of pupils they teach and the type of schools they work in. The theory also suggests that the choices teachers make have a lot of social influence on the job performance. The influence is based on whether the individual is expected to be positive in their role. Where the expectations are high, the teachers would have a positive attitude towards their work. The teachers' level of training, experience and motivation influence the attitude of the teacher, hence job satisfaction. The theory suggests that the teachers' behaviours are based on their positive or negative evaluation of self-performance. The current study will seek to unveil if favourable terms and conditions of service of pre-primary education teachers can improve job satisfaction

among early childhood education teachers hired by the County Government. This is because favourable terms and conditions of service may act as motivating factors to preschool teachers. Good working conditions can also play a role in motivating employees thus improving job satisfaction. In fact, the terms and conditions of service and working environment will all motivate pre-primary school teachers to perfect their duties well.

1.6.2 Conceptual Framework

The conceptualization of the study was based on the fact the success or failure of effective and efficient implementation of preschool education is contributed by the effectiveness of recruitment of pre-primary teachers, supervision of pre-primary institutions, and facility provision by the county government.

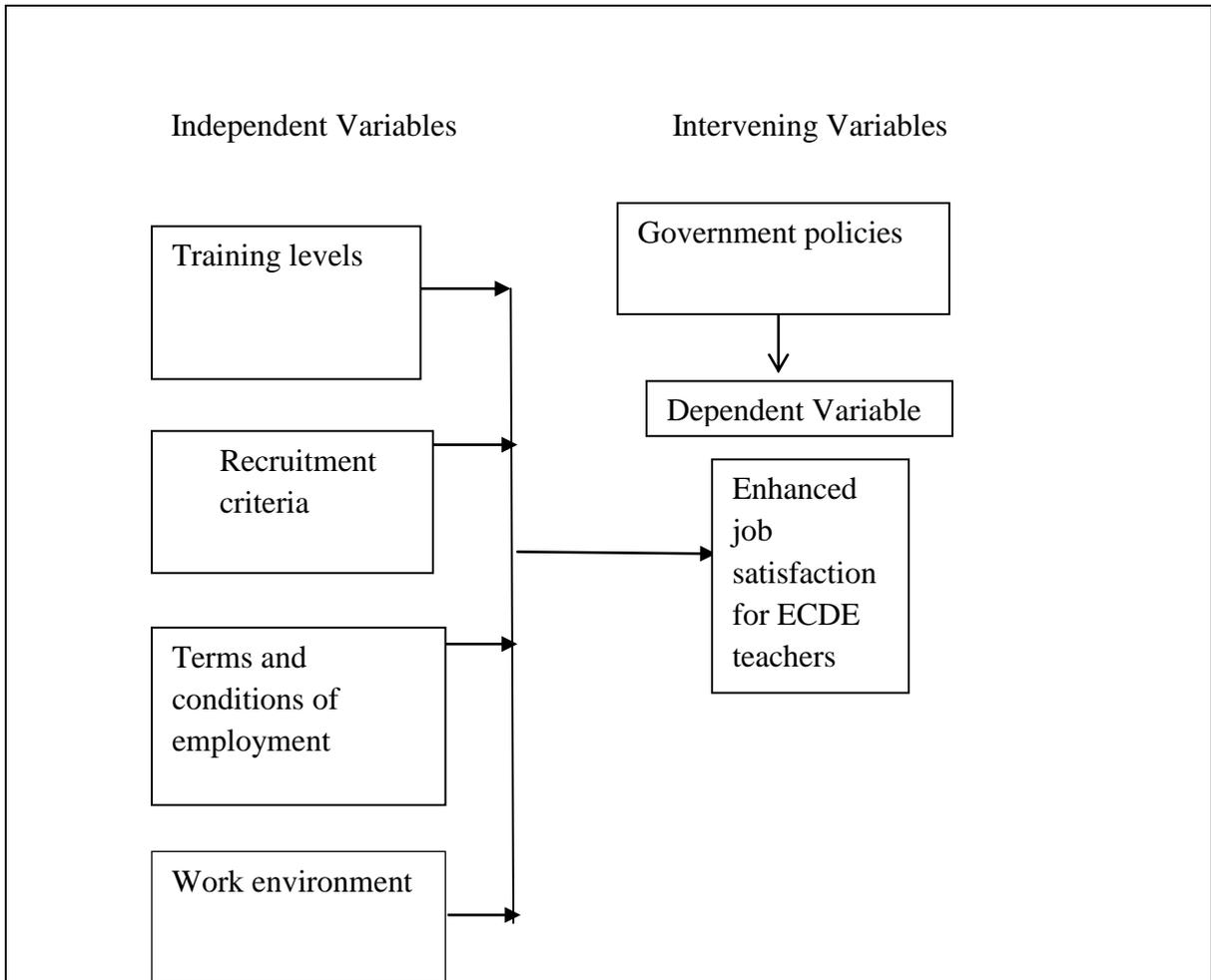


Figure 1.1 Conceptual Frameworks showing the relationship between job satisfactions among pre-primary teachers

1.7 Operational Definition of Terms

Job satisfaction: This alludes to the negative or positive evaluative judgement which one makes concerning his/her job or rather the extent at which an individual feels good about a given job.

Pre-Primary School Teachers: It refers to teachers responsible for developing learning skills to pupils ranging age of 2 years to 5 years that attend pre-school education.

Pre-school: Is a place which offers care for the young children in the preparation for their primary education. For the purposes of this study, this term was used to refer to the nursery, kindergartens, pre-units and day care institutions.

Recruitment Criteria/Procedure: This also refers to the process the organizations perform in finding and then enlisting of the preschool teachers who are best qualified from within the organization or outside the organization for a job opportunity in a cost effective and auspicious manner. It will be measured by subject combinations and job experience.

Terms and Conditions of Service: refers to the rules that apply to fulfilling a particular contract between the teachers and their employers.

Working environment: Refers to conditions under which an individual operates around the workplace. It will be measured by working deadlines and level of staffing.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter offers the review of the required literature that is provided under the following themes that are derived from the study objectives; level of training and job satisfaction, teacher recruitment and job satisfaction (professional qualification, job experience, subject combination, remuneration and leadership), terms and conditions of work and job satisfaction and finally working environment and job satisfaction.

2.2 Job Satisfaction of Pre-School Teachers

Job satisfaction refers to a general expression of employees' positive attitude that is created towards their occupation. Indeed, according to Vidal (2007), employees keep up a disposition towards their jobs as a result of outcomes of the contrasting segments in their employment, financial prosperity gained from their work as well as experience in their job environment. This can negatively be perceived by the teachers hence negatively affecting their job as teachers. In the case of economic benefits, social status, specific traits of the job and the job expectations which the employees had initially hoped for are all essential for the desires of the employees, thus leads to enhanced job satisfaction. In fact, the positive attitudes of which the employees have towards their job environment due to their experience of particular job is referred to as the job satisfaction. Furthermore, whenever the preschool teachers are satisfied in their works, they tend to possess a positive attitude towards their employment, hence their outputs are enhanced. In fact, Vidal (2007) points out that, the levels of training, the recruitment criteria, the terms and

conditions of service, as well as the environment of work are all identified in the current study as the main determinants job satisfaction by the preschool teachers hence improving the education outcomes.

Job satisfaction is often considered to be a significant cause for the shortage of teachers. This is in accordance with the educational policy makers in the Northern Carolina, USA (Commonwealth, 2003). In fact, Turner, Tamura, Mulholland and Baier (2007) agree that many teachers report that their dissatisfaction is often as a result of poor working conditions, insufficient time allocated for planning of the teaching exercises, existence of poor relationships while at school, particularly with the colleagues as well as the general school environment. However, Turner *et al.* (2007) indicate gaps in the empirical studies in examining the factors that contribute to the teachers' job satisfaction can be done by examining the factors that make the teacher to choose to either stay or leave within the teaching profession.

According to the study conducted by Okoth (2003), on the elements that determine the extent of job satisfaction among the teachers within the top position tuitions that are based in Nairobi; the study proclaimed that indeed job satisfaction is a positive state, which comes about as a result of the assessment of an individual's employment experience. The scholar further argues that teachers who are high in the job satisfaction generally expressed to love their jobs and feel that they are fairly treated. The study further argues that the respondents believed that indeed their jobs have got many desired features like good pay, job security and interesting work experience. Therefore, the current study sought to examine the effects of working environment on the job

satisfaction among the early childhood education teachers that are hired by the county governments which was not covered in Okoth (2003) study.

2.2 Level of Training and Job Satisfaction

In the study conducted by Johnson (2014), the findings indicated positive relationships between the educational level and the job satisfaction. In a similar study, Iacqua (2014) was in contrary with the work of Johnson (2014) who found a negative relationship. He found that training reduced the level of job satisfaction levels by having job desires which was not able to be acknowledged within the workplaces as a result of various reasons. Furthermore, Glenn and Weaver (2010) argues that education levels enhanced the chances of acquiring a better job opportunities, that are related to the higher amounts of job satisfaction. The study further argues that higher expectations from both the intrinsic and the extrinsic rewards derived from the employment may bring about positive implications on job satisfaction. Therefore, regardless of any given situation, the final implication on the job satisfaction is often determined by the net effects of the education. In event the event the positive impacts outweighs the negative ones, then the worker with higher levels of education will be more satisfied and the negative will be true for such a case. However, there is lack of empirical evidence to support this assertions in the Kenyan context.

Bakare (2012) researched the connection between training needs and job satisfaction among lodging workers. His finding was in accordance with different past analysts. He found the positive relationship amongst training and job satisfaction. This study documented the significance of employee training in enhancing employee satisfaction. However, the above review has not documented any findings on pre-primary school

teachers. Hence, the findings may not be representative of the job satisfaction determinants within devolved units.

Indeed, training has been found to be a link between job satisfaction and the workers' intention of wanting to stay in a given job for a longer period of time. According to Egan, Yang and Bartlett (2004) who investigated the perception and the expectations of the training quality with hotel managers and the employees suggested the implications for the improvement of the quality of training and enhancing job satisfaction as well as their intentions to stay among the employees within the hotel industry. The T-test indicate that employees were of the opinion that low levels of the quality of training, suggesting that employees were never satisfied with the quality of training and therefore needed to be improved. The study's regression analysis revealed that training levels was positively correlated to the job satisfaction as well as training satisfaction. Job satisfaction then led to increased intentions to stay longer on the job. In fact, the indirect costs associated with the training quality on the intentions to stay longer on the job were then mediated by the job satisfaction. Furthermore, the study recommended more understanding of the essentials of the quality of training as well as its consequences, and then paying more attention to the training of employees. Therefore the current study sought to determine the impacts of the levels of training of the preschool teachers who are hired by the county governments and their job satisfaction. The study by Egan *et al.* (2004), evaluated the perceptions and expectations of the training quality between the employees and hotel managers, thereby making a gap for further investigations within the pre-primary schools. Furthermore, Costen and Salazar (2011) investigated the relationship between the training and development of employees and their job satisfaction, intent to stay longer on

the job and loyalty within the four lodging properties in the United States. The results then indicate that the employees that perceive that they have the opportunity of developing new skills are more satisfied with their respective employment, are more loyal, and are more likely to stay longer within the organization. Like Egan *et al.* (2004), Costen and Salazar (2011) focused on the tourism and hospitality industry, therefore the current study focused on the implications of training on the job satisfaction on the pre-primary school teachers.

Also, Kinuthia (2011) investigated the determinants of the attitude of pre-primary school teachers towards teaching within Thika indicated that there were still low levels of training among the teachers in the preschools. The study found out that the teachers with few years of experience in teaching were the ones who were often involved in the teaching of preschools. The preschool teaching was greatly viewed as being a job satisfaction for women. The teachers within the public preschools were found to be more positively inclined towards their jobs as compared to their colleagues within the private sector. Good relationships with significant others created a happy and good school atmosphere. Teachers were unhappy with their salaries and also lacked welfare groups. The study concluded that immediate changes are put in place to give the profession a human face and to better motivate the teachers who were largely demotivated. The study further found that refresher courses are organized for the teachers to help them understand what attitudes are and how these impacts on their performance. Above all, the Ministry of Education should put in place stringent measures in order to instil discipline and stability to pre-schools in Thika municipality.

2.3 Teacher Recruitment and Job Satisfaction

Over the years teacher recruitment in the world and in Africa has been influenced by a number of factors, these factors are professional qualification, Job Experience, Subject Combination, Remuneration to the teacher, Leadership quality of the Teacher and the working conditions that the teacher will be subject to.

Barmby (2006) investigated the issues of retention and recruitment. The study indicated the most essential factors as they are perceived by the preschool teachers, which affected the reasons the teachers enter and leave their profession. The study found that even though more ‘intrinsic’ and ‘extrinsic’ reasons were given by the preschool teachers for entering the teaching fraternity. The problems with the workloads and the pupil behaviour were found to be most essential in dissuading the teachers from entering or leaving the teaching profession. The study then concluded in order to have implications on the teacher numbers, the two issues with regards to the workload and behaviour should be seen to be tackled from the teacher perspectives. The study took entailed all the teachers in general, but the current stud sought to investigate the impacts of recruitment procedure by the county governments on pre-primary school teachers.

2.3.1 Professional Qualification

Okumbe (2011) in his study found out that in both Europe and Africa the Professional Qualification variable showed significant influence. The level of recruitment among professionally qualified teachers increased with their professional grade level. The above study was however conducted within the previous administration where the pre-primary education systems was under the TSC and the arrangements that are done locally by the

parents; thus the findings many not concur with the current system systems where pre-primary teachers are employed within the devolved unit of governance.

2.3.2 Job Experience

The experience of teachers also has significant impacts on the teachers' job satisfaction. In view of this, Rao (2011) argues that the effectiveness of the teachers' recruitment increases with increase in job experience among the teachers. Furthermore the study concluded that the organizational tenure and teaching experience was greatly associated with the continued recruitment among the teachers. This implied that the chances of teacher recruitment increased with the increase in the teaching profession. However, the study targeted the school teachers only and therefore did not consider the primary school teachers in particular.

Furthermore, Struyven and Vanthournout (2014) in their investigation on the motives of the attrition of the newly qualified teachers who had never started any teaching career as well those who had dropped out of their teaching profession within a short period of time. The study was carried out among the teachers with ($N = 154$) and without ($N = 81$) experience in teaching. The findings indicated five reasons for attrition which included: the school policies, job satisfaction, the future prospects, workloads as well as the relationships with the parents. The study findings indicated that a lack of future prospects was the main reason why attrition took place. Therefore the effects of teacher experience were significantly the main motive, in addition to the impacts of the teacher qualification and gender. This shows that the teachers with adequate experience do not the exit decision form the profession very lightly. However, the study targeted all the teachers in

general, but the current study examined job satisfaction among the preschool teachers in particular.

2.3.3 Subject Combination

According to Kimengi (2010), survey of secondary teachers' Subject combination and the opportunities present for them in the recruitment reviewed that there is a strong relationship between recruitment to teaching and a teacher's subject combination. A more desirable teacher's subject combination means that they are more likely to receive multiple recruitment opportunities.

2.3.4 Remuneration

In a study conducted by Kimengi (2010) found out that teachers remuneration is an essential element that leads to job satisfaction. The study suggested that planners in the education sector should emphasize the importance of increasing the teachers' salaries in order to employ more teachers in the teaching fraternity. The study underscored the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to teachers thereby possibly increasing teachers enrolment to be recruited in the profession.

Several studies have outlined that workers pay systems and the promotional policies that they perceive as being just, being unambiguous and also being in line with their expectations. Indeed according to Okumbe (2011) observed that possible workers employment is facilitated when employees perceive that there is equitable pay as compared to their work inputs. When employees feel that they are being inequitably remunerated, dissatisfaction sets in making them to prefer to resign and may not want to

be enrolled in teaching profession again. Similarly, Gordon (2012) indicated that the larger the rewards the employee gets the more the job satisfaction of the employee. While the above review highlighted how the current remuneration has been used to motivate employees, no study linked the current salary to pre-primary teacher satisfaction in Makueni County, hence a knowledge gap since the findings are not representative of the current research.

According to Sergent and Hannum (2011), the preschool teachers in china have increasingly concerned with their remuneration. At the same time, the good teachers here have used this notion as a platform of exiting their respective jobs to seek better jobs in different sectors a way from teaching. This challenge according these scholars have led to increased career choice of the individual teachers, and therefore the highly qualified preschool teachers who serve in the rural areas faces the challenges in retaining the qualified teachers.

2.3.5 Leadership

Leadership is very important in the management of teachers within the preschool setups. Effective leadership encourages job satisfaction. Indeed, one of the expectations of employees which lead to the motivation and job satisfaction in leadership and competency (Flippo, 2010). According to Flippo (2010), good leadership provides that the psychological and security needs for the employees are adequately adhered to. In addition to this, Nzuve (2011) argues that the effectiveness of the behaviour of teachers is often indicated by the extent to which the manager meets the organizational goals and satisfies the needs of employees. In fact, if the employees realize that there is

supervisor's in incompetency and unworthy, it then becomes frustrating for them to reduce the employee recruitment when need a rises (Flipppo, 2010).

Indeed, most of the problems associated with leadership are often related with schools' administrative issues to come from the basic conflicts existing between the needs of the teachers as well as the students and the school organization. This is so because the teachers often personalizes their specific roles and needs in the effort to make them feel actualized, while on the other hand mentor them into a prescribed roles so as to achieve the goals of the organization. In view of this Kiboss and Jemiryott (2014) conducted the investigation on the relationships between the leadership styles of the principles' leadership styles and the secondary school teachers' job satisfaction within Nandi County. This investigation found out that the principles leadership styles have got great impacts on the working environment within the school and consequently the teachers' job satisfaction in general. The investigation further established that the most commonly used leadership styles within the study area was the democratic leadership style and therefore most teachers were satisfied with their respective jobs in relation to the existing leadership styles in place. However, this study did not tackle the effects of leadership on pre-primary school teachers. Hence, the current study sought to fill this gap by investigating job satisfaction among the preschool teachers.

2.4 Working Condition and Job Satisfaction

In their book "the international management: culture, strategy and behaviour" by Luthan and Doh (2011), the working conditions are among other factors which has the effect on the job satisfaction. In additional, they contend that good working conditions often tend to entice the workers to be happy when doing their jobs thus enhancing job satisfaction.

This this makes other prospective employees want to enter the teaching profession thereby increasing the possibility for teacher recruitment. The current study sought to ascertain if indeed this still the case in Makueni County.

Indeed, Ellis and Dick (2010) recommended that the status of the teachers working conditions need to be improved in order to merge their other colleagues who are college graduates. For instance, the majority of the primary and secondary school teachers possess very limited access effective security, telephone or office computers. In addition, the compensation is often not comparative with the job requiring same levels of education; with the workload is often enormous denying majority of the teachers their right in exceling in the teaching with a lot of personal sacrifices as well as undue hardships. This study did not however give insights on whether the ones that are accessible to the office equipment are satisfied with their employment.

Moreover, Ma and MacMillan (1999) investigated how the teacher's professional satisfaction is related with background attributes as well as the workplace conditions that are measured by the teacher competence, organizational culture and administrative control. The results from the analysis indicated that the female teachers showered to be more satisfied in their professional role as teachers than their male counterparts. The study further indicated that the teachers who stayed slightly longer in their professional were less satisfied. It was evident that the workplace conditions positively affected the satisfaction of the teacher; the administration control was the most significant and was followed by competence and the organizational culture. The study further reported that the background characteristics and workplace conditions took place. Again the gap in the professional satisfaction grew with the increase in the teaching competence.

Similarly, Orodho, Waweru, Ndichu and Nthinguri (2013) illustrated that despite the achievement made in improving the enrolments as well the quality of the education since the inception of free primary education (FPE) as well as Free Day Secondary Education (FDSE) in Kenya at the national level, there still exist parts in the country has remained behind in attainment of the effective implementation of the curriculum, leading to lower academic achievement. Among the key issues that affect the appropriate implementation of basic education according to Orodho *et al.*, 2013) include; inadequate physical facilities as well as the instructional resources to cope with the exponential growth of the learners' population leading to the abolition of the payment of school fees and the subsequent introduction of FPE and FDSE, inadequacy in the required number of teachers. This then leads to increased workloads that prompt the utilization of ineffective teaching methodologies.

In the contemporary world, any teacher will always desire to work within the working conditions that result in the greater physical comforts as well as convenience. When this element lack, it leads to poor working conditions impacting on both mental and physical well-being (Robbins, 2010). In fact, Robbins (2010) further advocated better working conditions influences positively on the job satisfaction as many employees are often concerned with a comfortable physical conditions, hence affecting job satisfaction. He further adds that the existence of fairness is an equal treatment that receives the same services as well as the benefits since competent leaders are very important to the success of any school. The above review did not take into consideration job satisfaction among employees in general and did not consider teachers and how working conditions influence their job satisfaction.

2.5 Working Environment and Job Satisfaction

Different scholars also illustrate that working conditions have very significant impact on the job satisfaction. Badri, Mohaidat, Ferrandino and El Mourad (2013) in their study concerning the psychological model of job satisfaction among the teachers in the United Arab Emirates and suggests that the teachers who are often most satisfied in their jobs and therefore an environment that supportive leads to a positive goal progress, and often report higher levels of achievements, thereby resulting in the positive effects. The current study therefore investigated whether there are favourable terms and conditions of service that can motivate the early childhood teachers in enhancing their job satisfaction.

Indeed, job satisfaction among preschool teachers play very significant roles in the entire child development as well as the initiatives of the early child care education. In fact, studies have indicated that majority of Early Childhood Development centres in Kenya have insufficient enabling environment and the basic infrastructure that leads to the promotion of job satisfaction among most preschool teachers. Mosomi (2015) investigated the job environments that influence the levels of job satisfaction among different groups of the preschools that work in Kisii County, Kenya. The exploration revealed that 87.05% of those who respondents were all women and 61.1% of them were working in rural areas. The majority of the respondents were not satisfied with their respective jobs with regards to the basic salary at (61.1%), allowances (77.8%), and benefits other than money (55.6%), promotion criteria (51.5%) and gender balance (52.8%). The study suggested a study on the factors influencing dominance of women among pre-school teachers using in-depth methods.

Furthermore, according to Mbugua (2010) consists of a range of elements that include the institutional culture, human resources policies, hierarchies and management styles. According to him, the employee satisfaction is the extent to which the employees feel to be personally fulfilled and also are contented in their jobs. Mbugua (2010) further characterizes employee turnover as the rate at which the employees leave their respective employers, whether on voluntary basis or otherwise. These three concepts are often comprehensively linked; the workplace conditions highly influences the rates of employee satisfaction, which in turn directly influences the turnover rates.

Poling (2010) also adds that the main predictors of the job satisfaction occurs when the employees' personal values can adequately match those of their respective organizations. These because the teachers are involved in a variety of activities including teaching of the assigned lessons, mark the assignments and examinations, taking part in the co-curriculum activities, counselling and supervisory roles to the pupils. All these roles may make the teachers to feel overlooked and hence may not be able to offer their best outputs.

Moreover, the study conducted by Akala (2011) revealed that the understaffing of most teachers in the majority of public primary schools has shown positive relationships with very poor morale and despair among the teachers, which then results in the low quality as well as relevance of the education. Indeed, many teachers in the public primary schools within Kayole, Kenya lack job satisfaction due to the increased rates with approximately 90 pupils who are sitting in the classrooms who are supposed to be attended to by only one teacher (Akala, 2011). The workload for such a teacher becomes very tiresome and unbearable, thereby lacking job satisfaction. However, the study by Akala (2011) did not

put into consideration the concerns of pre-primary schools working under the county governments nor access the structural changes to work conditions that have been implemented within the devolved systems.

2.6 Summary of the Literature and Research Gaps

Globally, the literature that underpins the current study has raised various views on the main objectives of the study. It is evident that if the economic benefits, social status, the job's own specific traits and the job expectations that the employees had hoped for, are all important for employees' desires, there is job satisfaction. The current study will seek to identify the factors affecting job satisfaction in Makueni County, which has little empirical literature. It is also evident that there is a positive relationship between educational level and job satisfaction from the literature. Nonetheless, other studies have found a negative relationship, where education may reduce job satisfaction by raising work expectations that may not be completely realized in the work place due to various reasons (Iiacqua, 2014). The current study will seek to identify whether this trend has a positive or negative implications in Makueni County.

Over the years teacher recruitment in the world and in Africa has been influenced by a number of factors as reviewed from the literature. These factors are professional qualification, job experience, subject combination, remuneration to the teacher, leadership quality of the teacher and the working conditions that the teacher will be subject to. However, due to lack of empirical evidence in relation to Makueni County, the relationship between teacher training and job satisfaction remains scanty.

Moreover, teachers' remuneration is an essential element that leads to job satisfaction as seen from the reviewed literature. Some studies have suggested that planners in the education sector should emphasize the importance of increasing the teachers' salaries in order to employ more teachers in the teaching fraternity. The current study underscores the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to teachers thereby possibly increasing teachers enrolment to be recruited in the profession.

The working conditions as can be identified from literature affect job satisfaction. These include; culture, strategy, and behaviours. The current study will seek to find out if the same factors affect job satisfaction in Makueni County, as well as investigating on others.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers a detailed description of the research design, study variables, research methodology, study location, the target population, sampling techniques and sample size, research instruments, pilot study, validity test, reliability test, data collection techniques, data analysis and ethical and logistical consideration.

3.2. Research Design

The study employed a descriptive research design. In carrying out a descriptive research design, the data was collected in line with the objectives of the study. A descriptive research design is suitable since it surveys the matters existing to the strategic issues without manipulation and assumptions of any variables. The justification for using this design was that it enabled the researcher to collect data from a wide area within a short time. According to Mugenda and Mugenda (2008), the advantage of this design is that apart from being a scientific method, it helps minimize bias judgments and opinions, and also have factual data since this design describes the phenomena as it is without manipulation. The design also enables the participants to be observed in a natural and unchanged environment and is also helpful in identifying variables that can be tested. In fact, descriptive designs result in rich data that is collected in large amounts (Mugenda & Mugenda, 2008). The questionnaire that will be used for data collection will be tested for the purposes of validity and reliability which will be necessary for the descriptive studies (Kothari, 2014).

3.2.1 The Variables for the Study

The independent variable of this study was to the training of teachers, recruitment of teachers, terms and conditions of the service and the working environment. The dependent variable for the research was job satisfaction levels among pre-primary schools teachers within Makindu sub-county.

- i. The teacher training was measured by asking the teachers their level of training such as certificate, diploma, or degree in ECD
- ii. Terms and conditions of services was measured by remunerations e.g. 1000-5000, 5000-11,000
- iii. Working environment was measured by asking the respondents whether they are given the deadlines and whether they meet the deadline.
- iv. Child neglect was measured by the comparing the number of teacher per child ratio.

3.2.2 Study Location

This research was conducted in Makueni County in the Eastern region of Kenya, formally the Eastern province. The county has nine sub-counties: Makueni, Kathonzweni, Makindu, Kibwezi, Nzau, Mbooni West, Mbooni East, Kilungu and Mukaa. On March 2015, the public service board of Makueni County has fully recruited pre-primary teachers in all sub counties mentioned above.

3.3 Target Population

The population of this research was pre-primary school teachers in Makueni County. The pre-primary school teachers were selected since they were the first batch of teaching personnel under the devolved function of government. More so, recently pre-primary school teachers have been grappling over poor working conditions and remuneration being offered by the county governments. Hence, the research supported intervention strategies that can be adopted by devolved units in enhancing job satisfaction among pre-primary school teachers. The study chose this population because they are the ones who are directly involved in preschools teaching and hence may have impacts on the overall job satisfaction.

3.4 Sampling Techniques and Sample Size

The study used the following sampling techniques and sample size:

3.4.1 Sampling Techniques

According to Alirezaee, Howland and Van de Panne (1998), sampling involves the concepts of selecting the number of study units from a study population. The current study used probability sampling techniques to arrive at the desired sample size. In order to get the sample size, the researcher used the list of all registered preschools in Machakos County from the ministry of education website. This gave 1260 registered preschools. The researcher then used a systematic sampling technique to select the T_{th} pre-school, giving a total of 63 schools. This was equally distributed in the entire sub Counties in order to avoid biasness. Furthermore, it was noticed that majority of these preschools had a maximum of ten (10) teachers. Therefore, the researcher used a simple

random sampling to select one (1) out of ten (10) preschool teachers, making a total of 63 respondents.

3.4.2 Sample Size

A sample is the target (or accessible) population that has been procedurally selected to represent it (Mugenda & Mugenda, 2003). Therefore from the sampling techniques explained above, a sample of 63 respondents was used for the study.

3.5 Research Instruments

Accurate and systematic data collection is critical to conducting scientific research. Indeed, data collection allows one to collect information that he/she want to collect about the study objects (Johnson & Turner, 2003). The methods for data collection involved questioning and observation. This was by use of the questionnaire and the interview guide. A questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents (Johnson & Turner, 2003). The study utilized a semi-structured questionnaire in the collection of the data. A semi-structured questionnaire allowed for respondents to answer both open and close-ended questionnaire thus offered flexibility in answering the questions. On the other hand, interviews consist of collecting data by asking questions. The data from this instrument was collected by listening to individuals and recording of the responses.

3.5.1 Questionnaires for the Study

The semi-structured questionnaire was used to collect both quantitative and qualitative data from the pre-school teachers. This is because the tool is easy to fill out by the respondents within a short period of time. It comprised of an introductory statement

which informed the participants the main purpose of the study. The questionnaire was sub-divided into different sections. Section one was made up of background information (age, gender, level of education as well as experience in teaching). The question in this section was both open and closed ended. Section two represented the first objective (the effects of the level of training on job satisfaction). The questions in this section were in form of likert scale. Section three represented the second objective (terms and condition of work and job satisfaction). This was also in form of likert scale. The final section was section four which represented the third objective (working environment and job satisfaction) and also in likert scale format.

3.6 Pilot Study

The purpose of the pilot study was to find out if everything would work out as expected especially with the research instruments. This was to evaluate if the researcher would fail to foresee the potential misunderstandings or biasing effects of different questions. The pilot study was also aimed at helping in testing the feasibility of the study techniques and to perfect the questionnaire concepts and wording. This was through encouraging the pilot respondents to make comments and suggestions concerning specific items, instructions, and recording procedures. It is from these comments and suggestions that the researcher amended the research instruments where necessary with the aid of supervisors' advice. The researcher used a convenience sampling to select the two (2) preschools not in the study site for piloting.

3.6.1 Validity

The study used both the content validity and criterion validity. The content validity was measured by handing the questionnaires and the interview guides to the experts who

ensured that they contained everything it should and nothing it should not. Furthermore, the criterion validity was measured by comparing the research instruments with other tools. This ensured that the tools selected were strongly viable for the study than other available tools.

3.6.2 Reliability

The study ensured that the degree to which a measurement, given repeatedly, remains the same as well as the stability of a measurement over time. The researcher ensured that consistency with which questionnaire [test] items are answered and it was determined through the test-retest method at two different times. It then ensured that there was stability in the research instruments. A high degree of stability indicated a high degree of reliability, which meant that the results were repeatable.

3.7 Data Collection Techniques

The exercise started with a two day training of the research assistants who in data collection and data cleaning. The training involved the ethical issues of the participants as well as handling of the research instruments. Prior to embarking on the actual research, the researcher took time to define the target population and the kind of data that would be collected. This involved identifying the respondents and their accessibility and making sure that both the researcher and the research assistants were clear on the kind of information that was being sought. After ensuring that the research instruments are ready and in the required number, the researcher with two research assistants embarked on the actual data collection exercise. An advance letter was sent to the respondents clarifying the reason for the study. Information was given through the letter, regarding the voluntary and the pressing nature of the study and how the researcher intended to use the obtained

data. A pre-test study was conducted in Kitui County and provided the researcher with the opportunity to clarify whether there were any flaws and ambiguities in the questionnaire and also feasibility of the proposed procedure for coding responses. The questionnaire was administered in person with the help of two research assistants. The filled in questionnaires were collected and edited for ready for analysis.

3.8 Data Analysis

The questionnaires were sorted out to remove any incomplete instruments. The raw data was cleaned organized into an SPSS version 20 for descriptive statistics. This was then generated into percentages, mean, standard deviations as well as inferential statistics. Data was then presented in forms of figures, tables depending on the thematic issues of the subject matter. This enabled the researcher to get a quick glimpse of what the data would seem to be communicating. The inferential analysis was conducted using Pearson Product Moment-Correlation (PPMC).

3.9 Ethical Considerations

According to guidelines for conducting research using human subjects, it is important for the researcher to ensure that participants' protection is guaranteed. The researcher introduced the purpose of the research and provided adequate information about the study objectives. In particular, the researcher sought informed consent from the participants with adequate information about (a) anonymity; (b) voluntary nature of participation; as well as (c) confidentiality of survey responses; This enabled the participants to seek more information or voice any concerns. The researcher ensured that participants understood clearly about their protection, the minimal risks for participating in the study, and that all results would be kept confidential and anonymous. Furthermore, all the demographic data

that were collected during the study were not included such as name and address in order to guarantee participants anonymity and confidentiality.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents an analysis of data that was collected, interpretation and discussion of the findings. Presentations of the results are on tables and figures where appropriate. The choice of presentation depends on the best suitable method that will have a first impression on the reader giving clear indication of the data being presented. Both descriptive and inferential analysis techniques have been employed in the analysis. The results are presented according to the research objectives and the chapter is organized according to the themes derived from the research questions. The response rate and the demographic characteristics of the study respondents are also given as a background to the analysis part.

4.2 Response Rate

The section presents the results on the response rate. This is an illustration of how the researcher managed to collect data from the respondents who were sampled as a representative of the target population. The response rate shows the level of achievement the researcher obtained in collecting data for the study as shown in Figure 4.1.

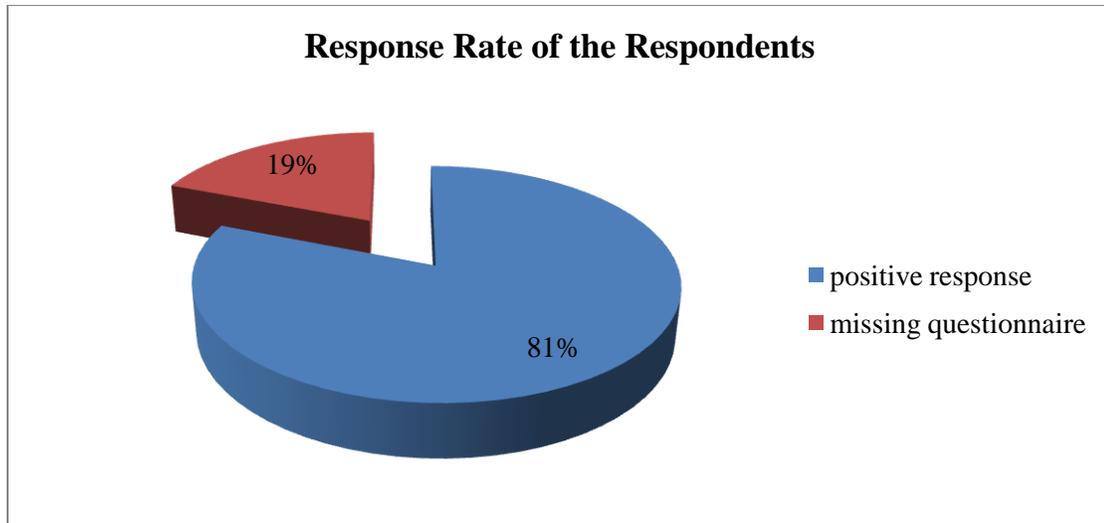


Figure 4.1 Response Rated

The study targeted to collect data from 63 pre-primary school teachers in Makindu sub-county. However, the study did not achieve a response of 100% as there were some non-response incidences where the researcher could not access all the respondents of the study. Therefore, out of the 63 targeted respondents, 51 gave adequate information through answering the questionnaires completely and returned the questionnaires accordingly. However, 12 respondents did not give response to the study making a non-response of 19%. Thus, the study realized a response rate of 81% as shown in Figure 4.1. This response is good according to Mugenda and Mugenda (2003) who posit that a response rate of 50% is adequate, 60 % is good and above 70% is very good. Saunders, Lewis and Thorn (2007) suggested that an average response rate of 30 % to 40% is reasonable for a deliver and collect survey method.

4.3 Demographic Information

This section presents demographic characteristics of the respondents. The demographic characteristics presented include the age of the respondents, their gender, academic

qualifications and their experience. To present the data on these characteristics, charts (figures) are used to give a clear picture of the characteristics being reviewed.

4.3.1 Age of Respondents

The study sought to find out the age of the respondents who were involved in the study. The study saw it necessary to compare the age of the respondent since from the empirical literature, different age brackets have different satisfactory levels in the teaching fraternity. The findings obtained indicate that the majority of the respondents were aged 26-30 years forming 59% of the responses, followed by those who were aged 31-35 years at 19%, those below 25 years were 14% while those with 41-45 years were 8%. The findings obtained in the study are as shown in Figure 4.2.

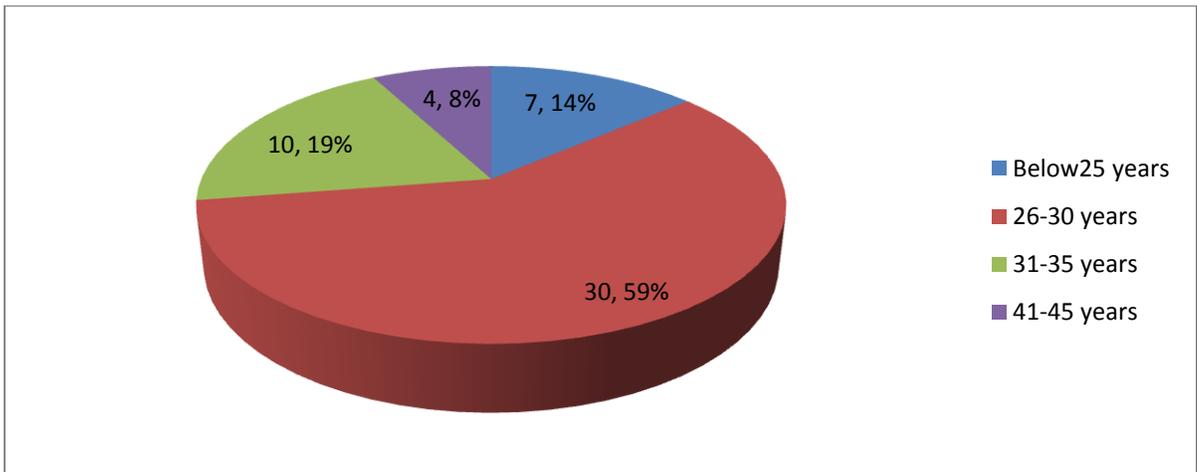


Figure 4.2 Age of Respondents

4.3.2 Gender of Respondents

The study also sought to determine the gender of the respondents who participated in the study. The study found it necessary to compare different gender of the respondents since in literature; there exist variations in the gender differences with regards job satisfaction.

The findings obtained in the study indicate that 61% were male respondents while 39% were female as shown in Figure 4.3.

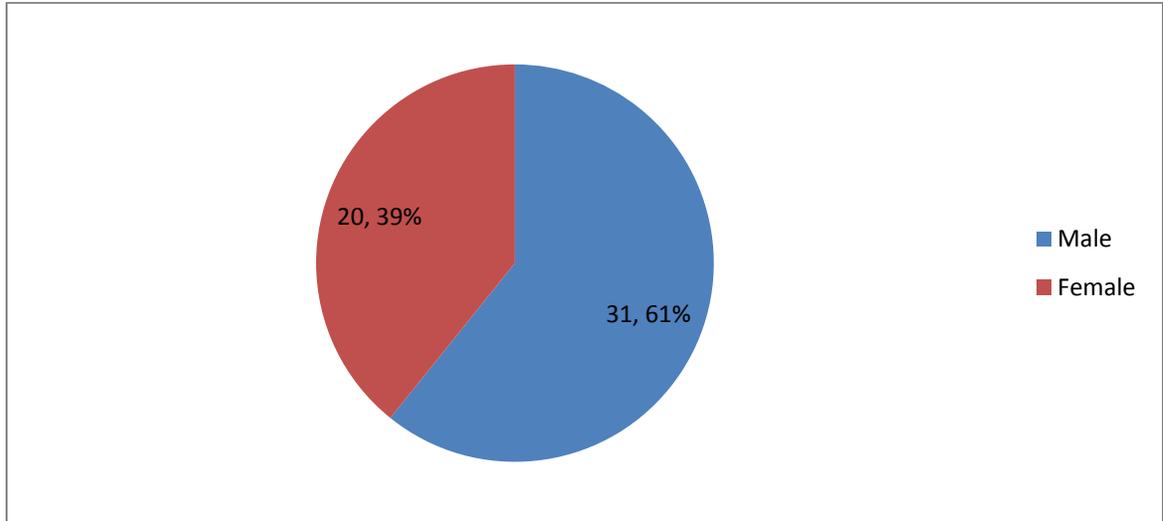


Figure 4.3 Gender of Respondents

4.3.3 Academic Qualifications of Respondents

The study sought to determine the academic qualification of the respondent at the time of the study. This because the literature showed the qualified the teachers are, the more satisfied they become in the teaching field. The findings obtained in the study indicate that 37% of the respondents had KCE/EACE with SI qualifications, 31% had KCSE with certificate qualification, 24% had KCSE with diploma and 8% had KACE/EAACE/EACE with diploma qualifications. The findings on academic qualifications of respondents are as shown in Figure 4.4.

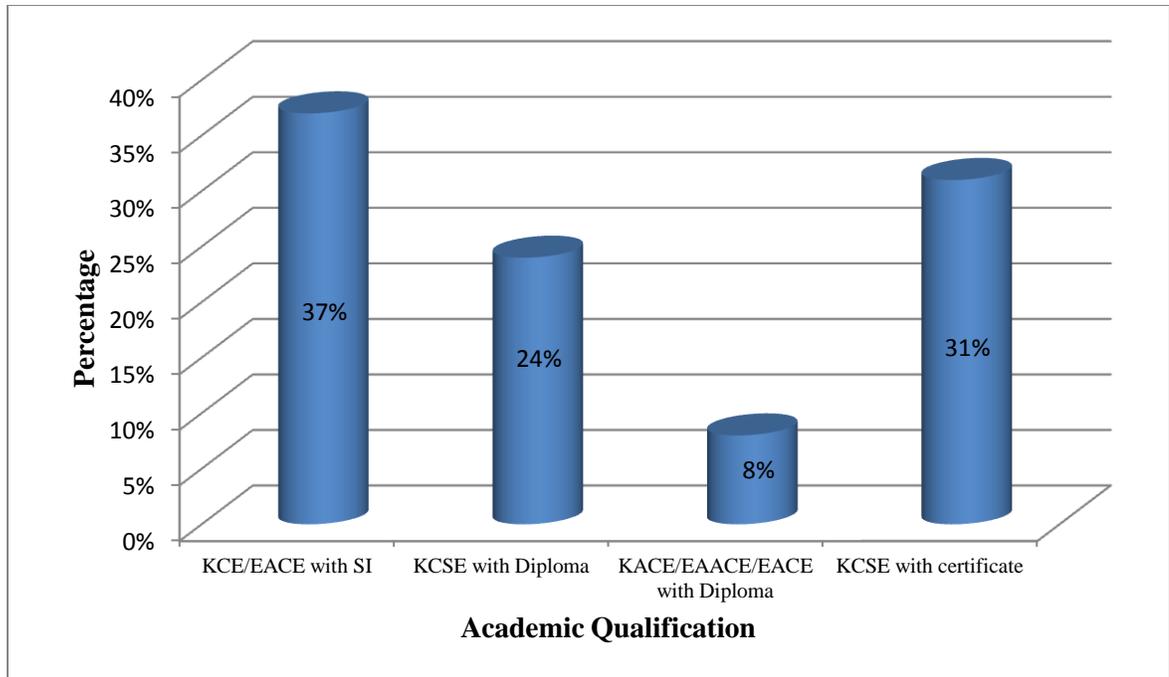


Figure 4.4 Academic Qualifications

4.3.4 Experience of Respondents

The study further sought to determine the experience of the respondent as pre-primary school teacher since employment. The study compared the experience of the respondents because the existing literature showed that experienced teachers tend to be more satisfied than the newly recruited teachers. The findings obtained in the study indicate that 46% of the respondents had worked for 1-5 years, 44% had worked for 6-10 years and 10% had worked for 11-15 years as shown in Figure 4.5.

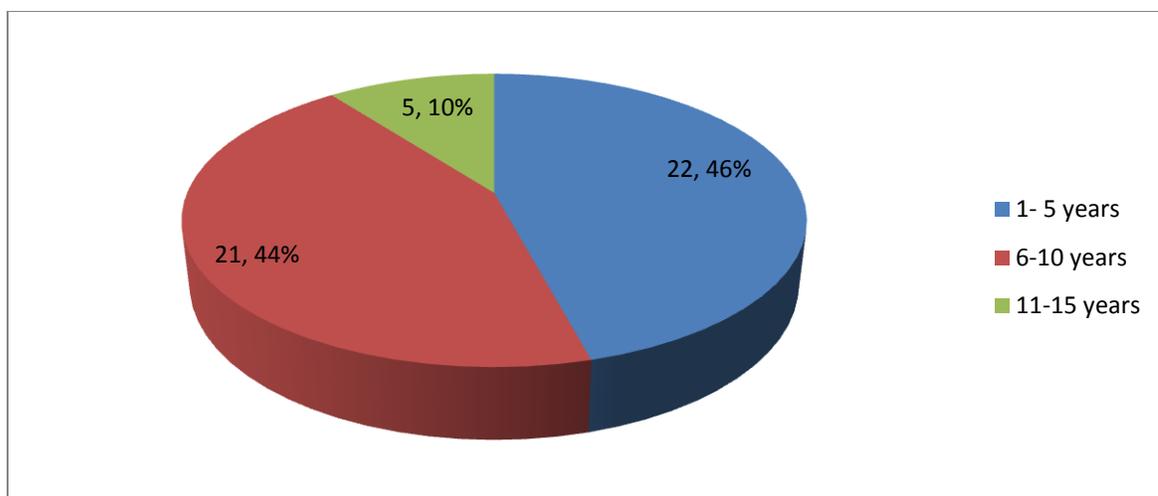


Figure 4.5 the experience of respondents

4.3 Level of Training and Job Satisfaction

The first objective of the study was to determine the training level of pre-primary school teachers hired by county government and their job satisfaction. The findings obtained indicate that 52.9% of the respondents agreed that highly qualified teachers tend to be dissatisfied with their jobs, 23.5% strongly agreed, 15.7% agreed while 7.8% neither agreed nor disagreed. Also, 80.4% of the respondents agreed that teachers with low qualification tend to have high job satisfaction, 11.8% neither agreed nor disagreed, 5.9% strongly agreed while 2% disagreed. Further, 62.7% agreed that teachers with less training are willing to undergo more training, 23.5% neither agreed nor disagreed, and 9.8% disagreed while 3.9% strongly agreed. In addition, 68.6% of the respondents agreed that high turnover is associated with high qualification, 17.6% neither agreed nor disagreed while 13.7% strongly agreed. The findings on level of training and job satisfaction obtained in the study are as shown in Table 4.1. The study results were in line with the findings from the literature for instance, John (2014), Liacqua (2014), Genn and

Weaver (2010), Bakare (2012), Egan, Yang and Bartlette (2004), Costen and Salazar (2011) and Kinuthia (2011) who found out that there was a positive relationship between the level of training and job satisfaction. The current study therefore agrees with the

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Highly qualified teachers tend to be dissatisfied with their jobs	Frequency (f)	0	8	4	27	12	51
	Percentage (%)	0%	15.7%	7.8%	52.9%	23.5%	100%
Teachers with low qualification tend to have high job satisfaction	Frequency (f)	0	1	6	41	3	51
	Percentage (%)	0%	2.0%	11.8%	80.4%	5.9%	100%
Teachers with less training are willing to undergo more training	Frequency (f)	0	5	12	32	2	51
	Percentage (%)	0%	9.8%	23.5%	62.7%	3.9%	100%
High turnover is associated with high qualification	Frequency (f)	0	0	9	35	7	51
	Percentage (%)	0%	0%	17.6%	68.6%	13.7%	100%

findings from the literature.

Table 4.1: Level of Training and Job Satisfaction

4.4 Working Terms and Condition and Job Satisfaction

The study sought to explore the terms and conditions of service of pre-primary education teachers and their job satisfaction of teachers hired by county governments. The researcher adopted a table of means and standard deviations to present results. The mean results are given on a scale interval where a mean value of up to 1 is an indication of a

strong disagreement by the respondents; 1.1 – 2.0 is an indication of a disagreement by the respondents; 2.1 – 3.0 is an indication of the respondents being neutral, 3.1 – 4.0 is an indication of an agreement by the respondents and a mean value of 4.1 and above is an indication of a strong agreement by the respondents. Findings are as shown in table 4.2.

The findings obtained in the study indicate that the respondents agreed that there are attractive set out regulations at work place for pre-school teachers where a mean value of 3.35 and a standard deviation of 0.890 were obtained; the respondents also agreed that there exist good relationships between pre-school teacher and their employers with a mean value of 3.67 and standard deviation of 0.739. Further, the respondents strongly agreed that there are enough tools and equipment for pre-school teachers use for teaching with a mean value of 4.33 and standard deviation of 0.516. The standard deviations obtained in the study were small indicating minimal variations in the responses given. The findings from the study were similar the existing literature, for instance, Lithan and Doh (2011), Ellis and Dick (2010), Ma and Macmillan (1999), Orodho, Waweru, and Nthinguri (2013), as well as Robbins (2010) who found out that working conditions impacted on the teachers' job satisfaction.

Table 4.2 Working Terms and Condition and Job Satisfaction

	N	Mean	Std. Deviation	Variance
There are attractive set out regulations at work place for pre-school teachers	51	3.35	.890	.793
There exist good relationships between pre-school teacher and their employers	51	3.67	.739	.547
There are enough tools and equipment for pre-school teachers use for teaching	51	4.33	.516	.267

4.5 Working Environment and Job Satisfaction

The study sought to examine working environment of pre-primary education teachers and their job satisfaction among early childhood education teachers hired by county governments. The researcher adopted a table of means and standard deviations to present results. The mean results are given on a scale interval where a mean value of up to 1 is an indication of a strong disagreement by the respondents; 1.1 – 2.0 is an indication of a disagreement by the respondents; 2.1 – 3.0 is an indication of the respondents being neutral, 3.1 – 4.0 is an indication of an agreement by the respondents and a mean value of 4.1 and above is an indication of a strong agreement by the respondents. Findings are as shown in table 4.3 below.

The findings obtained indicate that the respondents agreed that the work environment at their school is pleasant ($M = 3.88$, $SD = 0.621$) and that there were no strict deadline at

their place of work ($M = 3.82$, $SD = 0.590$). The respondents strongly agreed that their seniors were always human in dealing with matters pertaining teacher-child interaction ($M = 4.10$, $SD = 0.781$), the level of staffing was always proportional to children requirement ($M = 4.16$, $SD = 0.758$) and agreed that they loved the station where they worked ($M = 3.75$, $SD = 0.688$). The standard deviations obtained in the study were small indicating minimal variations in the responses given.

Table 4.3 Working Environment and Job Satisfaction

	N	Mean	Std. Deviation	Variance
The work environment at my school is pleasant	51	3.88	.621	.386
There are no strict deadline at my place of work	51	3.82	.590	.348
My seniors are always human in dealing with matters pertaining teacher-child interaction	51	4.10	.781	.610
The level of staffing is always proportional to children requirement	51	4.16	.758	.575
I love the station where I work	51	3.75	.688	.474

4.6 Qualitative Results

Qualitative data was collected in the study from open ended questions. The study sought to determine the respondents' views on ways or strategies that could be adopted to

motivate pre-primary school teachers and improve their job satisfaction. Most respondents were on the view that increased payment of salaries, improved working conditions and regular feedbacks could help motivate them. Some of the responses given by the respondents were as follows;

“I can actually think anybody can be motivated in his/her job if the payment is good. I could be more satisfied if my salary is increased to cater for increased cost of life.”

“Better working conditions and regular feedbacks are some of the motivating factors I can identify to motivate me.

The researcher also sought to determine the most important aspects found in the current job that the respondents considered satisfying (good). The findings obtained indicate that the majority of the respondents said the work environment was what they considered to be satisfying in their jobs. One respondent said;

“The work environment here is very good. There are no commotions with my colleagues and therefore we have a fantastic working relationship.”

On the factors they considered dissatisfying, poor pay was the major issue. One respondent said,

“My salary really doesn’t seem to what I could like to be paid. It does not allow me to do any development in my life.”

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the research findings that were obtained, conclusions and recommendations that were made in the study based on the research findings.

5.2 Summary of the Findings

The summary of the study findings is presented based on the objectives of the study.

5.2.1 Level of Training and Job Satisfaction

The findings obtained indicated that the majority of the respondents agreed that highly qualified teachers tend to be dissatisfied with their jobs, teachers with low qualification tend to have high job satisfaction, teachers with less training are willing to undergo more training and that high turnover is associated with high qualification.

5.2.2 Working Condition and Job Satisfaction

The findings obtained in the study indicated that the respondents agreed that there are attractive set out regulations at work place for pre-school teachers, the respondents also agreed that there existed good relationships between pre-school teacher and their employers and that there were enough tools and equipment for pre-school teachers use for teaching.

5.2.3 Working Environment and Job Satisfaction

The findings obtained indicated that the respondents agreed that the work environment at their school is pleasant and that there were no strict deadline at their place of work. The respondents strongly agreed that their seniors were always human in dealing with matters

pertaining teacher-child interaction, the level of staffing was always proportional to children and agreed that they loved the station where they worked.

5.3 Conclusions

Based on the results obtained in the study, the following conclusions were made in the study.

5.3.1 Level of Training and Job Satisfaction

The study concluded that highly qualified teachers tend to be dissatisfied with their jobs and that teachers with low qualification tend to have high job satisfaction. The study also concluded that there is a strong correlation between level of training and job satisfaction in Makueni County.

5.3.2 Working Condition and Job Satisfaction

The study concluded that there are attractive set out regulations at work place for pre-school teachers and that there were enough tools and equipment for pre-school teachers use for teaching in Makueni County. The study further concluded that working condition had a strong positive correlation with job satisfaction in Makueni County.

5.3.3 Working Environment and Job Satisfaction

The study concluded that work environment at schools is pleasant and that there was no strict deadline at the place of work. In addition, the study concluded that working environment had a strong positive correlation with job satisfaction in in Makueni County.

5.4 Recommendations

This section presents the recommendations for improvement and recommendation for future studies.

5.4.1 Recommendations for Improvement

The study sought to determine the training level of pre-primary school teachers hired by county government and their job satisfaction. The study found that majority of the respondents agreed that highly qualified teachers tend to be dissatisfied with their jobs, teachers with low qualification tend to have high job satisfaction, teachers with less training are willing to undergo more training and that high turnover is associated with high qualification. The study therefore recommends that highly qualified teachers need to be given the conditions that match their qualifications in order to raise their satisfaction status. This was because the study determined that highly qualified teachers tend to be dissatisfied with their jobs due to poor conditions of work. Improving the conditions will raise their job satisfaction status.

The study also sought to procedures followed in teacher recruitment and their job satisfaction among pre-primary education teachers hired by county government. The study found that the respondents agreed that the recruitment procedure does not affect job satisfaction, biasness evident in the recruitment process affect job satisfaction and that fairness in the recruitment by the county government makes it more attractive to employees and affect attitude positively. Therefore, the study recommended that recruitment procedure need not have biasness in order to raise job satisfaction. This also needs to be accompanied by fairness in the recruitment by the county government to make it more attractive to employees and affect attitude positively.

The study further sought to explore the terms and conditions of service of pre-primary education teachers and their job satisfaction of teachers hired by county governments. The study findings indicated that the respondents agreed that there are attractive set out

regulations at work place for pre-school teachers, the respondents also agreed that there existed good relationships between pre-school teacher and their employers and that there were enough tools and equipment for pre-school teachers use for teaching. The study therefore recommends that there need to be good relationships between pre-school teacher and their employers and there need be enough tools and equipment for pre-school teachers use for teaching. This will contribute to higher job satisfaction status.

Finally, the study sought to examine working environment of pre-primary education teachers and their job satisfaction among early childhood education teachers hired by county governments. The findings indicated that that the respondents agreed that the work environment at their school is pleasant and that there were no strict deadlines at their place of work. The respondents strongly agreed that their seniors were always human in dealing with matters pertaining teacher-child interaction, the level of staffing was always proportional to children and agreed that they loved the station where they worked. The study therefore recommends that work environment at the schools need to be pleasant and that there should be no strict deadline at the place of work. This could contribute to higher job satisfaction by teachers.

5.4.2 Suggestions for Future Studies

This study was only conducted in Makueni County. This limited the study to one area. The study also only measured the viewpoints of pre-primary school teachers only; therefore, the views of other respondents such as other teachers were not taken into account. The researcher therefore recommends that other studies be conducted on the same subject area using the views counties other than Makueni County studied in this study.

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APPENDICES

APPENDIX I: Letter Of Introduction

Kenyatta University

Department

P.O. Box 43844-00100,

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA

I am a student from Kenyatta University pursuing a Master's Degree in Education in Early Childhood Studies. I am carrying out a research entitled: "Assessment of Job Satisfaction among Early Childhood Education Teachers, Under County Governments, in Makueni County" Your school has been identified as one of the research schools. Please allow me to collect data from your school. The researcher assures you of confidentiality of the respondents' identity.

Thank you in advance.

Yours faithfully,

CATHERINE NGARE.

**APPENDIX II: Questionnaire For Pre-School Teachers
Assessment Of Job Satisfaction Among Pre-Primary School Teachers: Case Of
Makueni County, Kenya**

This is the Pre-primary school's teachers' job satisfaction questionnaire. Please answer all the items. Information sought in this section is merely to aid in the tabulation, presentation of data and making valid conclusion for this study. Please do not write your name.

SECTION I: BACKGROUND INFORMATION

1. Age of the respondent

Below 25 years () 26-30 years () 31-35 years ()

41-45 years () 46-50 years () above 50 years ()

2. Gender of the respondent

Male () Female ()

3. Academic qualification of the respondent

KCE/EACE with SI () KCSE with Diploma ()

KACE/EAACE/EACE with Diploma () KCSE with certificate ()

Other (please specify)

4. Experience of the respondent as Pre-Primary School teacher since employment

1- 5 years () 6-10 years () 11-15 years ()

16- 20 years () Over 20 years ()

SECTION II: LEVEL OF TRAINING AND JOB SATISFACTION.

5. To what extent do you think the level of training affects job satisfaction? Use Likert scale of 1- 5 where 1 - Strongly Disagree, 2 – Disagree, 3- Neutral , 4 – Agree , 5- Strongly Agree.

Statement	1	2	3	4	5
Highly qualified teachers tend to be dissatisfied with their jobs					
Teachers with low qualification tend to have high job satisfaction					
Teachers with less training are willing to undergo more training					
High turnover is associated with high qualification					

SECTION III: WORKING CONDITION AND JOB SATISFACTION

7. To what extent do you think the working condition affects job satisfaction? Use likert scale of 1- 5 where 1 - Strongly Disagree, 2 – Disagree, 3- neutral, 4 – Agree, 5- Strongly Agree

Statement	1	2	3	4	5
There are attractive set out regulations at work place for pre-school teachers					
There exist good relationships between pre-school teacher and their employers					
There are enough tools and equipment for pre-school teachers use for teaching.					

SECTION IV: WORKING ENVIRONMENT AND JOB SATISFACTION

8. To what extent do you think the working environment affects job satisfaction? Use likert scale of 1- 5 where 1 - Strongly Disagree, 2 – Disagree, 3- neutral, 4 – Agree, 5- Strongly Agree

statement	1	2	3	4	5
The work environment at my school is pleasant					
There are no strict deadline at my place of work					
My seniors are always human in dealing with matters pertaining teacher-child interaction					
The level of staffing is always proportional to children requirement					
I love the station where I work					

Appendix III: Approval from Graduate School


**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke P.O. Box 43844, 00100
Website: www.ku.ac.ke NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School DATE: 27th February, 2018
TO: Catherine Ngare REF: ESS/OL/23091/2015
C/o Early Childhood Studies Dept.

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 10th January, 2018 entitled "Job Satisfaction among Pre-Primary School Teachers: Case of Makuini County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


KENNETH MAINA
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Early Childhood Studies

Supervisors:

1. Dr. Teresa Mwoma
C/o Department of Early Childhood Studies
Kenya University

Appendix iv: Research Permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787, 0735404245
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/79918/21826**

Date: **16th March, 2018**

Catherine Yvonne Ngare
Kenyatta University
P.O Box: 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Job satisfaction among pre-primary school teachers: Case of Makueni County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **15th March, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

Appendix v: Research Permit

THIS IS TO CERTIFY THAT:
MS. CATHERINE YVONNE NGARE
of KENYATTA UNIVERSITY, 229-90138
Makindu, has been permitted to conduct
research in Makueni County

on the topic: *JOB SATISFACTION*
AMONG PRE-PRIMARY SCHOOL
TEACHERS: CASE OF MAKUENI
COUNTY, KENYA

for the period ending:
15th March, 2019

.....
Applicant's
Signature

Permit No : NACOSTI/P/18/79918/21826
Date Of Issue : 16th March, 2018
Fee Received : Ksh 1000

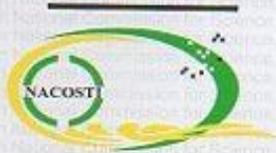



.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.


REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 17965

CONDITIONS: see back page