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# RELATIONSHIP BETWEEN PRESCHOOL TEACHERS' JOB SATISFACION AND THEIR PREPARATION OF TEACHING INSTRUMENTS

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## ABSTRACT

Teacher experience has been associated with teacher instructional practices. Stakeholders in education relate years of teaching with improved teacher practical skills and knowledge of teaching and handling children. Teacher-child ratio, employment terms and working hours are associated with teacher job satisfaction and have a high influence on preschool teacher effectiveness in classroom activities. The purpose of the study was to evaluate the correlation between pre-school teachers' job satisfaction and preparation of teaching instruments. The descriptive survey research design was used to conduct the study. Multi stage sampling technique was used to sample 17 (25%) public pre-schools/head teachers out of 68 of them and 34 (25%) out of 136 pre-school teachers. Data collection involved use of questionnaires for preschool teachers and oral interviews for head teachers. Both quantitative and qualitative techniques were employed, whereby respondents verbatim are recorded, percentages means medium and modes are analyzed and standard deviation calculated. Chi-square 2 tailed Test was computed to establish the significant influence of teachers' job satisfaction on preparation of teaching instruments. The Chi-test did not find a significant relationship between teachers' job satisfaction and preparation of teaching instruments. Therefore, the level of job satisfaction does not influence preschool teachers' preparation of teaching instruments. However, more than 50% of preschool teachers reported that they were not satisfied with their current terms of service. The study therefore recommended that Teachers' Service Commission (TSC) should implement the ECDE policy governing preschool teachers' employment, develop salary scales and job groups for preschool teachers to increase their motivation and job satisfaction.

**Key Words: Teaching Instruments; Job satisfaction; Preschool Teacher.**

## 1. INTRODUCTION

A recent report indicated that teachers implementing the DICECE curriculum in Kesses Sub-County did not prepare teaching instruments appropriately (Koskei, 2013). However this report did not indicate concerns as to why teachers failed to prepare them. Failure to prepare relevant teaching instruments could be attributed to many factors one of them being teacher job satisfaction. In Kenya, preparation of teaching instruments is a requirement for all preschool teachers as explained by various studies and policy documents (KIE, 2006; KIE, 2008; Ayot&Wanga, 1987; Ogot&Odera, 2012; Kimosop, 2014; Egunza, 2014). These studies emphasize on the influence of teacher factors on curriculum implementation and instruction but not the preparation of teaching instruments. Consequently, the present study sought to establish whether teacher job satisfaction contributed to the preparation of teaching instruments in Kenya and specifically Kesses Sub-County.

Job satisfaction remains a controversial subject among scholars and academicians due to its subjective nature. Ngaroga (1985) defined job satisfaction as the degree to which an individual feels positively or negatively about the various factors of the job tasks, work setting and relation with co-workers. Karugu (1980) on the other hand described job satisfaction as referring to any combination of psychological, physical and environmental circumstances that cause a person truthfully to say that he/she was satisfied with the job.

It is, however, worth noting that, as with any other occupation; pay, working environment, living conditions plus other incentives, determine the level as well as patterns of motivation in areas such as instrument-preparation and maintenance related activities among workers and in this specific case, preschool teachers. Papanastassou and Zamblyas (2003) in a study done in Cyprus concurred that indeed, teacher motivation in their work was related to their job satisfaction. The study further indicated that Cypriot teachers' instructional practices were influenced by the salary they earned, the working hours and also the holidays associated with this profession. While this study focused on factors influencing teacher job satisfaction factors that influenced their instructional activities in Cyprus, the current study focused on the relationship between preschool teachers' level of job satisfaction and preparation of teaching instruments in Kesses Sub-County.

In Germany, Day-care teachers' job satisfaction was influenced by interpersonal aspects including quality of leadership, social support and sense of community (Kusma, Groneberg, Nienhaus & Mache, 2012). The study also asserted that, regardless of the type of school, an attractive working environment and supportive working conditions contribute enormously to teacher's job satisfaction. The reviewed study focused on preschool teacher interpersonal factors that contribute to job satisfaction while the current study focused on the association between preschool teachers' job satisfaction and preparation of teaching instruments.

Regionally in Tanzania, a study conducted by Bennell and Mukyanuzi (2005) found that job satisfaction and motivation were important factors but job satisfaction levels among primary school teachers were still far below what was expected in order to ensure that they delivered quality basic education to all children by 2015. In Malawi, Kadzamira (2006) similarly posited that poor motivation and low levels of job satisfaction among teachers influenced their performance and professional conduct. The study further pointed out that the current levels of job dissatisfaction have resulted in increased teacher absenteeism, high teacher turnover and professional misconduct that had affected performance. Furthermore, the negative impact threatened to affect the achievement of quality of education in Malawi. This implies that job dissatisfaction may decrease teachers' efforts and excellence in instrument preparation of preschool centres if they are exposed to unfavourable school cultures. These regional studies were concerned with how teachers' job satisfaction affected primary school teachers' performance and professional conduct. This current study focused on the relationship between job satisfaction and preparation of teaching instruments in Kesses Sub-County.

On another note, a study conducted in Uganda by Ngazi (2014) revealed that teachers' job satisfaction reduced absenteeism in the school and promoted adherence to the school daily routine such as preparation of teaching instruments. The study further demonstrated that teacher job satisfaction stood out as a key factor in influencing teachers' performance. Citing Lukuyani (2009), Nganzi (2014) also indicated that inadequate teacher motivation in Uganda reduced their job satisfaction, which made them seek alternative employment. This trend affects student academic achievement more so when teachers leave inconsistent teaching instruments. These studies established the influence of secondary school teachers' job satisfaction on regular attendance and seeking alternative employment, while the current study focused on the influence of preschool teachers' job satisfaction on the preparation of teaching instruments.

In Kenya, Ngigi and Orotho (2014); Tudor (2002) revealed that teachers experience, remuneration, workload, support from administration and opportunities for professional development were commonly cited causes of job satisfaction among special education teachers. The studies also demonstrated that aspects of job satisfaction or dissatisfaction influenced teachers' likelihood of quitting or not quitting the profession. These studies described the association between job satisfaction and the likelihood of teachers' quitting the profession, but they did not show the link between job satisfaction and preschool teachers' preparation of teaching instruments.

In another study in Kenya by Kinuthia (2009) teachers' pay was a major de-motivator in Thika municipality. The report further indicated that the salary range of preschool teachers was Ksh2000 to Ksh8000 and according to information from the teachers sampled, they were not motivated to organize instructions such as preparation of teaching instruments and material development due this low package which most of the teachers said was not commensurate with their workload. Similarly, Ngigi and Orotho (2014) when establishing job satisfaction of special education teachers in Nairobi County reported that majority of teachers also stated that they were not satisfied with their salary, which hindered their job

satisfaction and motivation. However, the reviewed studies did not establish whether preschool teachers' job satisfaction influenced their preparation of teaching instruments. Hence, the current study was necessary to establish whether or not, there was a relationship between preschool teacher job satisfaction and preparation of teaching instruments in Kesses Sub-County, Uasin Gishu County.

## 2. METHODOLOGY

The descriptive survey design was employed for the study and preferred due to its appropriateness in generating accurate and detailed information about teachers' attitude from a relatively large number of them using questionnaires and interviews as Orodho and Kombo (2002) reveal.

Multi-stage sampling technique was used to randomly select 25% (17) pre-schools out of 68 in Kesses Sub-county, purposive selection of head teachers from these schools as well as a random selection of 34 pre-school teachers (2 per school). Data collection was done using questionnaires for pre-school teachers and face to face interviews with the head teachers to confirm teachers' preparation of teaching instruments.

Analysis of qualitative data was done by transcribing it into written texts and comparing as well as categorizing the notes taken per distinct themes as per the study objectives while quantitative data was grouped according to the research questions and analyzed through tallies, percentages, means, standard deviations, and frequencies. Tables, pie charts, and bar graphs were used to present the findings while 2-tailed Pearson chi-square ( $\chi^2$ ) was used to test  $H_0$ : that stated: *There is no significant relationship between teachers' job satisfaction and preparation of teaching instruments at 0.05 level of significance.*

## 3. FINDINGS

The objective of this study was to find out the influence of teachers' level of job satisfaction on their preparation of teaching instruments. The findings are presented in Table 1 to Table 6 and Figure 1.

Workplace relationship at preschool contributes to a sense of belonging and supportive working conditions and improves teacher job satisfaction. This study sought to establish the nature of the relationship between and among preschool teachers themselves. Results are displayed in table 1.

**Table 1: Frequency Distribution Tables on Relationship between Preschool Teachers and their Colleagues/ Head Teachers**

Relationship Types	Teacher –Teacher relationship		Teacher –Head teacher relationship	
	Frequency	Percent	Frequency	Percent
Positive	32	94.1	32	94.1
Negative	0	0.0	1	2.9
None of the above	2	5.	1	2.9
<b>Total</b>	<b>34</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>

Results displayed in table 1 indicate that most preschool teachers 94.1% had a positive relationship with fellow preschool teachers and similar extent with the head teachers respectively. Some preschool teachers 2.9% had a negative relationship with head teachers while 5.9% and 2.9% had an unclear relationship with fellow preschool teachers and head teachers respectively.

The study also sought to establish the salary ranges of preschool teachers due to the impact salary has on the motivation of teachers. The findings are presented in table 2.

**Table 2: Frequency Distribution Table on Salary of Preschool Teachers**

Salary Range	Frequency	Percent
Less than Ksh 5000	8	23.5
Ksh 5001-Ksh 10000	26	76.5
Ksh 10001-Ksh 15000	0	0.0
Ksh15001 and above	0	0.0
<b>Total</b>	<b>34</b>	<b>100.0</b>

Finding in table 2 shows that majority of preschool teachers 76.5% are paid a monthly salary of between Ksh 5001 to Ksh 10000, while 23.5% preschool teachers are paid less than Ksh 5000. These results are consistent with a study done in Thika municipality by Kinuthia (2009) which demonstrated that teachers pay was a major de-motivator. The report further indicated that the salary range of preschool teachers was Ksh2000 to Ksh8000 and teachers said that they were not motivated to organize instructions such as preparation of teaching instruments and material development.

Teacher satisfaction with the pay has been observed to influence job satisfaction and instructional practices. The study also sought to establish whether preschool teachers in Kesses were satisfied with their salary. The findings are displayed in table 3.

**Table 3: Frequency Distribution Table on Preschool Teachers' Salary Satisfaction**

Salary Satisfaction	Frequency	Percent
Extremely satisfied	0	0.0
Very satisfied	4	11.8
Slightly satisfied	13	38.2
Not at all satisfied	17	50.0
<b>Total</b>	<b>34</b>	<b>100.0</b>

Results presented in table 3 indicate that majority of preschool teachers 50% were not satisfied with their pay. Another 38.2% were slightly satisfied with their salary, While 11.8% were very satisfied with their salary. The overall results indicate that preschool teachers were not satisfied with their monthly salary.

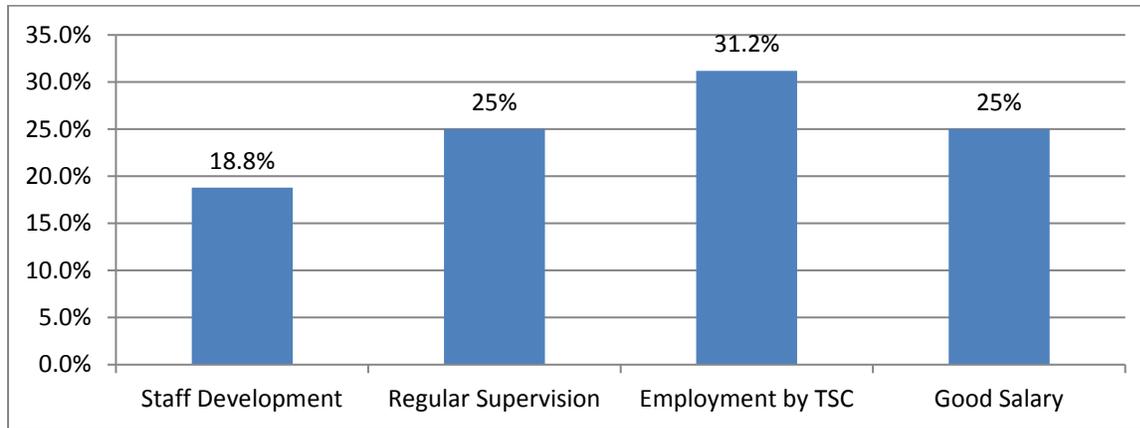
On the backdrop of resultant findings, it was important to establish teachers' views on how they can be supported to prepare teaching instruments. Teachers and head teachers were asked to respond to this question. The results are presented in table 4 and table 5 respectively.

**Table 4: Distribution Table on Ways of Supporting Teachers to Prepare TI's**

Supporting teachers to prepare teaching instruments	Frequency	Percent
Provision of materials	21	61.8
Training	8	23.5
Paid well (salary)	5	14.7
<b>Total</b>	<b>34</b>	<b>100.0</b>

Results presented in table 4 indicate that majority of preschool teachers 61.8% said that provision of materials is an important component of instrument preparation. Training was reported by 23.5% of the

preschool teachers as important in preparing them to prepare teaching instruments, while 14.7% reported that higher pay will increase their preparation of teaching instruments. The results of headteachers' suggestions on how to support preschool teachers to prepare teaching instruments are presented in Figure 1.



**Figure 1: Distribution on Head Teachers View on How to Support Teachers to Prepare Teaching Instruments**

Findings presented in figure 1 show that 31.2% head teachers mentioned employment by TSC as the best way to support preschool teacher instrument preparation. Another 25% reported that paying teachers well would improve their instrument preparation practices. A similar rate 25% reported that regular supervision is the core to teacher instrument preparation. Lastly, 18.8% indicated that training is important in improving teacher instrument preparation consistency. Some of the arguments advanced by headteachers are presented in the following excerpts:

*“Preschool teachers are poorly paid by both the county governments and parents. The only solution is for them to be employed by the Teachers Service Commission (TSC) and be awarded structured salaries unlike the unclear package being paid by the county government of Uasin Gishu of Ksh. 10,000 per month before taxation...” (Headteacher 1)*

*“Although we may want to improve the preschool teachers through workshops and sending them to seminars or inductions, we do not have resources to do so. The finances given to us by the government for development are not enough to even carry out renovations and buying learning materials...” (Headteacher2)*

*“As it is currently, head teachers are not mandated to supervise activities at the pre-primary level, we only do it out of concern, ‘helping’ to ensure continuity of the lower primary section but no legal document or circular has directed us to manage preschools...” (Headteacher3)*

It is in the public domain that; the majority of teachers who are not satisfied with their job have a tendency for high absenteeism and low productivity including poor planning, lesson preparedness and development of teaching experiences. For example, Tudor (2002) in Malawi identified job satisfaction as the major cause of poor performance among primary school teachers. The current study wanted to know the extent to which preschool teachers in Kesses Sub-County are satisfied with their jobs. The results are presented in table 5.

**Table 5: Frequency Distribution Table on Preschool Teacher Job Satisfaction**

	N	Min	Max	Mean	Std. Deviation
Being a preschool teacher	34	1	4	1.74	.618
Number of children in your class	34	1	4	2.09	.793
Relationship with other preschool teachers	34	1	4	1.65	.485
Relationship with the head teacher	34	1	4	1.76	.431
Provision of teaching and learning materials	34	1	4	2.59	.701
The salary received	34	1	4	3.00	.953
Work place arrival and departure time	34	1	4	2.03	.460
Relationship with parents	34	1	4	1.74	.448
Age level of children in your class	34	1	4	1.88	.327
Your relationship with children	34	1	4	1.74	.448
Children's performance in activities	34	1	4	1.82	.387
Support provided by CSOs	34	1	4	2.41	.783
<b>MEAN</b>	<b>34</b>	<b>1</b>	<b>4</b>	<b>2.04</b>	<b>0.570</b>

Table 5 indicates that the mean of teachers' satisfaction with their job was low  $M=2.04$ . Teachers especially reported dissatisfaction with; a number of children in class  $M=2.09$ , provision of teaching materials  $M=2.59$ , salary received  $M=3.00$ , workplace arrival, and departure time  $M=2.03$  and support provided by CSOs  $M=2.41$ . However, teachers reported some degree of satisfaction in; being a preschool teacher  $M=1.74$ , relationship with other preschool teachers  $M=1.65$ , relationship with headteacher  $M=1.76$ , relationship with parents  $M=1.74$ , age level of children  $M=1.88$ , relationship with preschool children  $M=1.74$  and children's performance in activities  $M=1.82$ . The overall results indicate that teachers in Kesses Sub-County had a low level of job satisfaction.

To establish whether there was a statistically significant relationship between preschool teachers' job satisfaction and preparation of teaching instruments, the following hypothesis was generated and tested.

***H<sub>04</sub>: There is no significant relationship between teacher job satisfaction and preparation of teaching instruments at 0.05 level of significance.***

To test this hypothesis Pearson Product Moment Correlation was computed. The results are presented in Table 6.

**Table 6: Pearson Correlation Coefficient between Teachers' Level of Job Satisfaction and Preparation of Teaching Instruments**

		Job satisfaction level
Preparation of teaching instruments	Pearson Correlation	.042
	Sig. (2-tailed)	.813
	N	34

The result displayed in Table 6 shows that the Pearson correlation coefficient for teachers' level of job satisfaction and preparation of teaching instruments was 0.042, with a p-value of (0.813) level of significance (2-tailed). This result means that there was no significant relationship between preschool teachers' job satisfaction and preparation of teaching instruments. The null hypothesis that stated that; There is no significant relationship between teachers' level of job satisfaction and preparation of teaching instruments at 0.05 level of significance was accepted ( $p=0.813 > p=0.05$ ). Therefore, whether the preschool teacher was satisfied or dissatisfied with their job did not affect the preparation of teaching instruments.

This result implies that preschool teachers' job satisfaction did not influence their preparation of teaching instruments. These findings are inconsistent with Kadzamira (2006) who reported that levels of job satisfaction of teachers in Malawi influenced their performance and professional behaviour. They are also inconsistent with Nganzi (2014) who reported that job satisfaction of teachers in Uganda influenced their adherence to the school daily routine.

#### 4. CONCLUSION

Although majority of teachers reported that they were not satisfied with their current salaries and allowances as key determiners of job satisfaction, the study established that there was no significant relationship between job satisfaction and preparation of teaching instruments. Therefore, the level of job satisfaction does not influence preschool teachers' preparation of teaching instruments.

However, more than 50% of preschool teachers reported that they were not satisfied with their current terms of service. The Teachers' Service Commission (TSC) should therefore implement the ECDE policy governing preschool teachers' employment to increase their motivation and job satisfaction. To prevent the ongoing exploitation of preschool teachers by the county governments in terms of unclear salary scale (Ksh 5000 to Ksh 10000), TSC should also develop salary scales and job groups for preschool teachers.

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