RELATIONSHIP BETWEEN TEACHER FACTORS AND JOB SATISFACTION AMONG PRE-SCHOOL TEACHERS IN MOMBASA COUNTY, KENYA

VIVIAN KAVUYENZI JUMBA
E55/OL/21890/2010

A RESEARCH THESIS SUBMITTED AT THE DEPARTMENT OF EARLY CHILDHOOD STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD STUDIES, KENYATTA UNIVERSITY

FEBRUARY, 2019
DECLARATION

I declare that this thesis is my original work and has not been presented to a degree in any other university/institution for consideration. This research thesis has been completed by referenced source duly acknowledged. Where tables, text, data, graphics and pictures have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance to anti-plagiarism regulations.

Signature:………………………….. Date :…………………………

Vivian Kavuyenzi Jumba
E55/OL/21890/2010

Supervisors

This thesis has been submitted for appraisal with our approval as university supervisors.

Signature :…………………………..Date :…………………………

Dr. Juliet. W. Mugo
Department of Early Childhood Studies
Kenyatta University

Signature :………………………….. Date :…………………………

Prof. Richard Zigler
Department of Education Psychology and Special Needs Education
Pwani University
DEDICATION
This work is dedicated to my entire family members whose love, influence, hard work and moral support enabled me come this far.
ACKNOWLEDGEMENT

I wish to express my sincere appreciation to a number of people whose assistance and co-operation made the production of this work possible. I am especially grateful to my supervisors Dr. Juliet W. Mugo and Prof. Richard Zigler for their advice, suggestions and criticism which made this work manageable. I am equally grateful to my fellow post graduate students who for the years drew my attention to know areas of interest and sources of information.
ABSTRACT

Pre-school teacher job satisfaction is important from the perspective of maintaining and retaining the appropriate employees within the early childhood sector for quality childcare. In Kenya, pre-schools are owned and run by public, private and local communities. The teachers work on different terms according to the employers or management. The purpose of this study was to establish the relationship between teacher factors and job satisfaction among pre-school teachers in Nyali constituency, Mombasa County. Specifically, the study established that pre-school teacher’s job satisfaction varies according to their attitude, teaching experience, gender, and teacher training. The study was guided by Maslow’s (1943) Hierarchy of Needs Motivation Theory using the correlation research design. Multistage sampling technique was employed to 135 respondents which included 90 pre-school teachers and 45 head teachers. A questionnaire for teachers and interview schedule for head teachers’ were used for data collection. A pilot study was conducted in 6 pre-schools to determine the validity strictly following the study objectives. Content and face validity of the questionnaires were ensured. The split half methods were used to ensure reliability and a coefficient (alpha) of 0.7 or higher were considered reliable. Qualitative data were analyzed based on the thematic areas and the trends as well as patterns related to the contributory factors of teachers’ job satisfaction in pre-school discussed in narrative form. Quantitative data were coded and analyzed descriptively using means and percentages. The results were presented in tables, graphs and charts. The findings established that teacher factors such as attitude, teaching experience, gender and training greatly influenced their level of job satisfaction. The study also found out that administrative factors like relations with other colleagues and salaries paid played a greater role in pre-school teacher’s job satisfaction. The head teachers recommended increment of salaries and in-service training to ensure pre-school teacher job satisfaction and schools endowed with resources to encourage teacher retention and minimize teacher turn over.
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### ABBREVIATION AND ACRONYMS

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<tr>
<td>CS</td>
<td>Community Schools</td>
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<tr>
<td>DICECE</td>
<td>District Centre for Early Childhood Education.</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>JS</td>
<td>Job Satisfaction.</td>
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<td>KHA</td>
<td>Kindergarten Headmistress Association.</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<tr>
<td>KUPPET</td>
<td>Kenya Union of Post Primary Education Teachers</td>
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<tr>
<td>MoEST</td>
<td>Ministry of Education, Science, and Technology</td>
</tr>
<tr>
<td>NACECE</td>
<td>National Centre for Early Childhood Education.</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental organization.</td>
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<tr>
<td>OAU</td>
<td>Organization of African Union</td>
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<td>PS</td>
<td>Public Schools</td>
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<td>PSS</td>
<td>Privately Sponsored Schools</td>
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<td>RS</td>
<td>Religious Schools</td>
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<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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<td>TSC</td>
<td>Teachers Service Commission.</td>
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<tr>
<td>UNCRC</td>
<td>United Nations’ Convention on the Rights of the Child</td>
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<td>UNICEF</td>
<td>United Nations Children Emergency Fund</td>
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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. Introduction

This chapter has diverse sections including: background of the study, statement of the problem, the purpose of the study, objective of the study, research questions, significance of the study, limitations and delimitation, assumptions, theoretical framework and conceptual framework and operational definition of terms.

1.2. Background to the Study

Teachers’ job satisfaction is important in ensuring quality education and holistic development of children in preschool because it is the foundational level and is appreciated all over the world. The UNCRC (1989), African Charter on Rights and Welfare of the Child (1990) and the Kenyan government have consistently recognized the right of every child to a good quality of living adequate for physical, mental, spiritual, moral and social development. The quality of experiences in early childhood is crucial for an individual’s holistic development. Early educators such as Froebel, Rousseau, Pestalozzi and Montessori among others, emphasize that the early years of life lay the foundation for later years thus it is a critical period in life.

Child caregivers have a duty to provide a conducive environment to enhance optimum development as Essa (2003) indicated. Bowman, Donovan and Burns (2001) highlighted that the pre-school teacher and in particular satisfaction in their job is undoubtedly one of the most important determinants of the quality of experiences provided in the early childhood period. Alugchaab (2011) found out that teachers were less motivated due to the absence of external motivators like salary, fringe
benefits, working conditions, status, interpersonal relations as well as attitudes and policies of the administration. Wagner and French (2010) identified some of the indicators of low morale globally and regionally as; employee unrest, absenteeism, tardiness, high employee turnover, union activity, salary, fringe benefits, working conditions, status, interpersonal relation and attitudes and policies of the administration.

In Kenya, the government through the Ministry of Education, Science and Technology (MoEST) has demonstrated its obligation to support early childhood programs by signing various global policy frameworks. Ministry of Education, Science and Technology Sessional Paper No. 1 of 2005 addresses related challenges. The government of Kenya and her working partners developed the Sessional Paper on Policy Framework for Education, training, and research which recommended the development of Service Standard Guidelines and a comprehensive ECD Policy Framework.

Teachers at all levels need to have the capacity and relevant knowledge, skills, and the right attitudes to subscribe to the National educational objectives and make them a reality. Barnett (2004) stated that the provision of a contented teaching force with minimum wastages requires that the teachers’ morale is kept high. The teacher’s psychological state largely influences the social and emotional climate within the pre-school. The teacher releases warmth to the children or creates a feeling of insecurity to the pre-school child, often unconsciously.

Kaga (2007) states that children are playful in nature, and the teacher should have a genuine interest in working with children. Evidence shows that most teachers have taught as their second choice for an occupation and consequently lack satisfaction in
the job. Makoti (2005) indicated that generally, pre-school teachers are among the lowest paid professions thus most teachers feel unappreciated.

Pre-school teacher education and training varies from certificate level to university degrees. Some pre-school teachers are untrained while others are undergoing training on an in-service basis. Training determines the level of competency in teaching pre-school children. Pre-school teacher employment in Kenya, however, has existed without clear national terms of service. Waithaka (2003) states that lack of clarity regarding employment has given rise to low morale among pre-school teachers. Pre-school teachers do not have an organized body that airs their grievances. They also do not have cooperative societies that provide support.

It is noted that since independence, the government of Kenya through a common teacher’s employer, the Teachers Service Commission (TSC) has attempted to improve the teacher’s terms and conditions of service. Gatheru (1987) states that the TSC Act mandates the commission to register, recruit, transfer, promote and discipline teachers. The TSC pays teachers’ salaries and allowances. Teachers’ Service Commission (TSC) which has the mandate to register and employ teachers (Bennaars, Otiende and Boisvert (1994), has majorly considered the employment and remuneration of primary and secondary school teachers. However, it has hardly thought of pre-school teachers, which may jeopardize the quality of education at this level by these teachers most of whom are employed in the private sector thus the terms of service for preschool teachers are often unreliable.

In addition, their counter parts in primary and post-primary school have unions namely Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education and Teachers (KUPPET) respectively that have tirelessly called
for better terms of service for the above category of teachers. However, KNUT hardly speaks on behalf of pre-school teachers. These actions and the tenacious industrial engagements such as workers strikes taken by teachers in the recent past are a key indicator of job dissatisfaction in teachers. Through the Unions, teacher’s grievances are more or less, fairly addressed.

According to Bloom (2009), job satisfaction can be affective or cognitive. Certain job satisfaction factors may rank as more significant than others, depending on each worker's desires and aims. This study gave great attention to teacher factors such as their attitude, teaching experience, gender, and training as major factors for job satisfaction of pre-school teachers.

1.3. **Statement of the Problem**

Pre-school teacher job satisfaction is important in maintaining quality childcare services. Job dissatisfaction produces low morale among pre-school teachers. In Kenya, information related to factors influencing teachers’ job satisfaction have concentrated on primary and secondary school levels where the teachers have clear terms of service and a reliable employer under TSC. Conversely, pre-school teachers do not have the same privileges. Thus the current study was necessary since it was erroneous to generalize the previous findings on job satisfaction to all teachers including pre-school teachers and their job satisfaction levels.

Similar studies by Waithaka (2003) identified several factors that influence job satisfaction among pre-school teachers. The most commonly cited aspects being "Good management," and "Poor salary scale," as the most common causes of dissatisfaction. Makoti (2005) found pre-school teachers’ salary was a big source of dissatisfaction. These earlier studies were done with teachers’ salary as the main focus.
and were conducted over ten years ago. The current study focused on teacher factors influencing their job satisfaction in pre-schools in Nyali constituency, Mombasa County, Kenya and is thus necessary.

1.4. **Purpose of the Study**

The purpose of the study was to establish the relationship between teacher factors and job satisfaction among pre-school teachers in Nyali constituency, Mombasa. Specifically, the study established how pre-school teachers’ job satisfaction varied according to their attitude, teaching experience, gender and training.

1.5. **Objectives of the Study**

The following objectives guided the study

i. To find out the relationship between pre-school teachers’ attitude and their job satisfaction.

ii. To establish the relationship between pre-school teachers’ teaching level experience and their job satisfaction.

iii. To find out the relationship between pre-school teachers’ gender and their job satisfaction.

iv. To establish the relationship between pre-school teachers’ level of training and their job satisfaction.

1.6. **Research Hypotheses**

The following were the research hypotheses formulated.

**HA1:** There is a relationship between preschool teachers’ attitude and the level of their job satisfaction.
HA2: There is a relationship between pre-school teachers’ work experience and the level of their job satisfaction.

HA3: There is a relationship between pre-school teachers’ gender and the level of their job satisfaction.

HA4: There is a relationship between pre-school teachers’ training and the level of their job satisfaction.

1.7. **Significance of the Study**

The research aimed to establish the relationship between teacher factors and their job satisfaction in pre-schools. If teachers were satisfied with their job, they would carry out their caregiving role effectively thus ensuring quality service to the benefit of children who were the main beneficiaries in the study. The findings may also be of benefit to managers and school owners who will be motivated to provide satisfactory conditions to promote an effective working environment for teachers. The government and other policy makers could similarly use the findings to establish satisfactory terms of service for pre-school teachers. The findings may also be used to sensitize parents and the community at large since parents fund most pre-schools through payment of school fees.

1.8. **Limitations and Delimitations of the Study**

The study was not devoid of limitations and delimitations which were described here.

1.8.1. **Limitations**

The study population posed a limitation since some pre-schools were unregistered. This was overcome by narrowing to registered pre-schools.

Limited local research studies on the topic within the study area were available to form the basis of the literature review and help lay a foundation for understanding the
research problem under investigation. Global studies on the topic have thus been majorly used to form the basis of the literature review.

1.8.2 Delimitations

The research study covered a sample population of 45 pre-schools, head teachers and teachers in registered pre-schools in Nyali Constituency of Mombasa County thus the findings may not be generalized to other localities with different characteristics, although it could be used as a basis for further research. The research also confined itself to studying preschool teacher factors in relationship to their job satisfaction.

1.9. Assumptions

The study was conducted with the following assumptions.

i. Job satisfaction may vary from teacher to teacher.

ii. Pre-school teachers’ job satisfaction may vary according to teachers personal characteristics.

1.10. Theoretical and Conceptual Framework

This section discussed the theoretical and conceptual frame works.

1.10.1. Theoretical Framework

Abraham Maslow’s Hierarchy of Needs Theory developed in 1943 was used to direct the study. The theory states that people are stimulated to achieve some needs in life following a certain pecking order or hierarchy that comprises five motivational needs namely and starting with: physiological, safety, sense of belonging, esteem and lastly self-actualization. When a lower need like the physiological need is fulfilled through the provision of food among others, a person seeks to satisfy the subsequent need which is at an advanced level and in this case, safety.
A person is thus required to gratify lower level basic needs before progressing to meet higher level growth needs. When the needs have been realistically gratified, a person may be able to stretch to the peak level termed as self-actualization. Everyone can move up the hierarchy headed for the level of self-actualization as long as he/she has the lower needs accomplished. Unfortunately, advancement is often disrupted by a failure to meet lower level needs. The theory is often illustrated as hierarchical ranks within a pyramid as (figure 1.1) shows.

![Maslow's Hierarchy of Needs Pyramid](image)

**Figure 1.1: Maslow’s Hierarchy of Needs Pyramid**

The five-step model can be alienated into deficiency or basic/ lower needs which are physiological, safety and belongingness or love while at the higher level are the growth components or aspirations to rise in life, namely esteem and self-actualization. Wagner and French (2011) state that the deficiency or basic needs motivate a person to meet the needs. When the necessity to fulfil such needs becomes stronger, meeting of the needs at that level causes satisfaction. One is required to satiate lower level basic needs before continuing to meet higher level growth needs. Life circumstances such as loss of a job may lead an individual to vacillate between ranks of the hierarchy. Maslow noted that only one in a hundred persons come to be wholly self-
actualized since our social order rewards or motivation are predominantly based on esteem, love, and other societal needs. Maslow postulated that these human behaviours are motivated by different competing needs, which he presented according to ranks.

The theory on hierarchy of needs was found appropriate and relevant to pre-school teacher respondents in the current study in the following ways: the physiological needs which include: food, clothing, and shelter are of remarkable importance to pre-school teachers and indeed all human beings, since they needed food for energy to work. An energized worker is motivated to work, has a positive attitude, engages actively and is more likely to derive satisfaction from his or her job. Fulfilment of basic needs like food is related to teacher’s salary which may lead to job satisfaction. As for safety needs, the pre-school teachers needs to be assured of their safety particularly at their place of work and elsewhere. Teachers need a secure environment free from threat of societal and communal violence. Apart from the need for a safe working environment, job security is also an important element in the teachers’ motivation. Job security may be influenced by teachers’ competence or skill which has a direct relationship to teacher training and experience.

In social belonging or affiliate needs, the teachers need love and affection. The teachers ideally should feel wanted and experience a sense of warmth towards them from fellow teachers, their employers as well as parents, regardless of their gender. Most notably, ECD teachers need to feel that the government has a special place for them and that they expect to be registered by the administrative management and other relevant bodies such as TSC without being discriminated based on their
profession qualifications. This provides a sense of belonging to the preschool teacher regardless of the gender.

Regarding esteem needs, the teachers need to be recognized by other education stakeholders. Teachers with more experience and training may have a lot to contribute to the development of children. There is desire to have a respectable status and gain appreciation and prestige. Lack of fulfilled teachers esteem needs may lead to feelings of ineffectiveness and inferiority. The ECD teachers’ self-worth is thus founded upon accomplishment, and esteem needs that are grounded on achievements.

As concerns self-actualization, ECD teachers, for example, need to get permanent employment, get married, put up decent houses, educate their children and drive decent vehicles just like other teachers. They also need to grow to higher capacities, fulfil their potential and become the best they can be such that they enjoy the encounter of creativeness at work and their individual achievements. This way they will experience satisfaction in their job and work even harder in ensuring quality services to the children’s advantage and the nation at large.

1.10.2. Conceptual Framework

The conceptual diagram (figure 1.2) shows the correlation between the dependent variable (Job satisfaction of pre-school teachers) and the independent variables (teachers’ attitude, experience, gender, and training).
Figure 1.2 Teacher factors influencing pre-school teachers’ job satisfaction

Job satisfaction levels could be subjective to teacher related aspects such as teachers’ attitude, experience in teaching, gender and training. Preschool teachers obtain job
satisfaction depending on the teacher factors identified and lack of which may front job dissatisfaction. Positive fulfilments of the teacher factors such as favourable intervention are affirmative and complimentary to teachers’ job satisfaction thus constructive outcome.

According to Essa (2003), the key indicators of a satisfied pre-school teacher will include signs such as punctuality, minimal absenteeism, fulfilment of duties, lack of employee unrest, high sense of autonomy, feeling of recognition as well as appreciation and low employee turnover. The pre-school teacher expects conducive work environment, chances for progression, manageable assignments and level of tension, respect from workmates, monetary compensation, good training for competence, effective communication, job security and conducive friendly administration. According to Bloom (2009), these factors may motivate and satisfy the teacher thus the teacher will perceive his job in a positive dimension.
1.11. Operational Definition of Terms

**Attitude:** Pre-school teachers’ settled way of thinking or feeling towards his/ her job satisfaction.

**Caregiver:** A person charged with the responsibility of caring for children aged 3-6 years.

**Conducive work environment:** Favourable or satisfactory conditions that help to enhance preschool teachers job satisfaction.

**Community schools:** Educational institutions for 3-6-year-olds owned by the community or a religious body.

**Experience:** Practical encounter or participation by preschool teachers.

**Job satisfaction:** High level of gratification a pre-school teacher senses about his or her work.

**Job dissatisfaction:** The lack of serenity a pre-school teacher senses concerning his/her job.

**Gender:** The state of the pre-school teacher being male or female.

**Motivation:** The Inner and outer factors that arouse aspiration in pre-school teachers to be persistently fascinated and dedicated to their work or to exert effort to achieve a goal.

**Pre-school:** Educational childcare services that serve children aged 3-6 years.
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<thead>
<tr>
<th><strong>Private schools:</strong></th>
<th>Non-governmental affiliated preschools owned and run by individuals or private companies.</th>
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<td><strong>Public school:</strong></td>
<td>Government funded preschools.</td>
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<tr>
<td><strong>Registered pre-schools:</strong></td>
<td>Learning institutions for children below 6 years that are recognized by the Ministry of Education.</td>
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<tr>
<td><strong>Unregistered pre-schools:</strong></td>
<td>Learning institutions for children below 6 years that are running without legal registration with the Ministry of Education.</td>
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<tr>
<td><strong>Teaching experience:</strong></td>
<td>The number of years a pre-school teacher has taught.</td>
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<td><strong>Teacher turnover:</strong></td>
<td>Frequency of change of teachers in a pre-school.</td>
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<tr>
<td><strong>Training:</strong></td>
<td>Professional study undertaken by pre-school teachers that are related to gaining teaching skills.</td>
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<tr>
<td><strong>Type of pre-school:</strong></td>
<td>Category of learning institution for children under 6 years according to sponsorship (private, community and public).</td>
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<tr>
<td><strong>Working partners:</strong></td>
<td>Stakeholders in ECD such as UNICEF and GOK.</td>
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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section demonstrated an understanding of current research on the subject of teacher job satisfaction and shows clear gaps in knowledge that are addressed by this study. Studies on pre-school teacher job satisfaction were reviewed in relation to teacher factors in global, continental and local levels. The teacher factors were reviewed under themes guided by the study objectives.

2.2 Job Satisfaction

The early years of life lay the foundation for later years, and it is, therefore, important that children are taught by teachers who are content in their work and workplace. As elaborated by Bowman, Donovan and Burns (2001), different scholars agree that caregivers influence children a great deal and that these experiences have the capability to last a lifetime. Job satisfaction is the level of gratification personnel sense regarding their profession. According to Bloom (2009), Job satisfaction can be determined by an individual’s capability to perform obligatory tasks, the communication level and the treatment of employees by the management. This feeling is grounded in a person’s insight of contentment.

Job satisfaction as indicated by Bloom (2009) is categorized into two classes. Effective job satisfaction is an individual’s emotional sense regarding the occupation in entirety. Cognitive job satisfaction is how contented workers feel regarding some facets of their occupation like remuneration, working hours or welfare. Some features of job satisfaction may rank as further significant than others, contingent on each employee’s needs as well as individual and professional aims. Just like other factors
such as salary that affect job satisfaction, teachers’ personal characteristics for instance teachers’ attitude, experience, gender and training may influence preschool teacher job satisfaction thus the need to conduct this study.

Teachers’ Service Commission (TSC) is mandated by the Kenyan government to register and employ teachers has majorly considered the employment and remuneration of primary and secondary school teachers. The commission has however hardly catered for pre-school teachers, which may make vulnerable the standards of education at this level with regard to these teachers most of whom are engaged in the private sector. This means that the stipulations of service for preschool teachers are at the clemency of the parental support and the management, which is often erratic.

Furthermore, teachers in primary and post-primary school have unions namely Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) respectively that have industriously called for improved conditions of service for the above class of teachers. However, KNUT and KUPPET barely articulate on behalf of pre-school teachers. These actions and the persistent industrial actions such as workers strikes taken by teachers in the recent past are a key pointer of job dissatisfaction in teachers. Through the Unions, teacher’s grievances are more or less, fairly addressed unlike those of preschool teachers.

2.3 Teacher Factors Contributing to Pre-school Teachers’ Job Satisfaction

Despite reports of great teachers’ job stress levels, many teachers get individual gratification in their job. Thoresen, Bono, Patton and Gregory (2001) state that job satisfaction perceptions of content derived from everyday job activities is allied with greater ranks of job accomplishment. Caprara (2003) considers job satisfaction as a
critical component in promoting teachers’ attitudes and performance and establish self-efficacy to be a significant contributor to teachers’ job satisfaction.

The literature below demonstrates the existing information and outlines the gaps studied on the specific teacher factors contributing to preschool teachers’ job satisfaction. The teachers’ factor focused on in this study are teachers’ attitude, teachers’ level of teaching experience, teachers’ gender and teachers’ level of training.

2.3.1 Teachers’ Attitude and Job Satisfaction

Teachers’ attitude represents a predisposition to respond in a favourable or unfavourable way to their profession as Mugo (2009) states. Teacher's attitude towards their profession has an effect on their performance, as well as on commitment to their roles, responsibilities and job satisfaction. Attitude towards the teaching profession is considered to be an essential issue in understanding teacher behaviour, and feelings about teaching, their learners, and the school environment. Makoti (2005) found pre-school teachers’ salary was a big source of dissatisfaction. The earlier studies were done with teachers’ salary as the main focus and were conducted over ten years ago.

Kilgallon (2006) indicates that the teachers in early childhood continued in the occupation by upholding individual welfare and a life-work equilibrium. Factors supporting teachers’ job satisfaction influenced their continuing commitment and assignation in the teaching practice, predominantly their pleasure of day-to-day collaboration with learners and the associations established with co-workers. A positive attitude towards education, instruction and learning was also found to
influence teacher sustainment. This study established pre-school teachers’ attitude towards their job.

Issan, Al-Nabhani, Kazemand Al-Ani (2011) ascertain that relationships exist among demographic characteristics. The mean responses of the attitude dimensions indicate that personal characteristics, society, curriculum and job satisfaction are the most common factors which play an important role in teachers having negative attitudes towards their profession. Many teachers joined the profession because of economic need and immediate employment opportunities rather than their belief in the profession, which ultimately may lead to individuals developing negative attitudes which in turn negatively influence their job satisfaction.

Alugchaab (2011) states that previous work on teacher motivation have determined that intrinsic factors motivate teachers such as the love for the job, challenges in the job content and the general intrinsic aspect of the job. However, teachers were less motivated due to the absence of external motivators like salary, fringe benefits, working conditions, status, interpersonal relation and attitudes and policies of the administration. Both internal and external motivators influence teachers’ attitudes towards their job.

Ololube (2006) explored the conflicting approaches to the models of motivation. This study’s outcomes concurred with most of the findings concerning the correlation amongst job performance, motivation, job satisfaction and need satisfaction. Teacher associated causes of job satisfaction appear to have a superior influence on work performance. The outcomes of the investigation showed that basic needs, security needs, social needs, self-esteem needs and self-actualization needs are major
predictors of job performance in Nigerian teachers therefore capability to meet the needs determines teachers attitude.

The above literature indicated a positive correlation between teachers’ attitudes to job satisfaction, mostly at the international level. Utmost, the studies reviewed had been conducted in different countries and not necessarily pertinent in our local setting. The bulk of those done locally, had dedicated to primary and secondary school teachers and not pre-school teachers. This study focused on establishing the relationship between preschool teacher’s attitude and job satisfaction at a local Kenyan level, Nyali in Mombasa County specifically.

2.3.2 Teachers’ Experience and Job Satisfaction

Waithaka (2003) states that teachers experience contributes to the most positive perception of work-related abilities and the level of job satisfaction. Powell and Stremmel (1989) indicate that augmented levels of training and experience were connected autonomously to the usage of professional periodicals, participation in professional groups and seminar turnout. Limited training or no training was linked to usage of non-professional foundations for facts and shaping professional efficiency. Suggestions for policy for child care and material distribution practices are deliberated. Greater levels of training and experience remained related to great participation in conservative systems of professional advancement.

Klassen and Chiu (2010) studied the relations between teachers’ teaching experience and three spheres of self-efficacy (strategies of instruction, management of classroom and classroom stress) and job satisfaction with a sample of committed educators. Teachers’ years of experience indicated nonlinear relations with the three self-efficacy
aspects, snowballing from initial profession to intermediate profession and eventually dwindling later profession.

A study by Ndani and Kimani (2010) recognized that the kindergarten teachers’ contentment levels were reasonably diverse. Among the aspects that graded greatly as satisfies were teachers’ relations with learners, their relations with the society and acknowledgment obtained from the community for noble job. This proposes that practices in social relations were imperative in promoting teacher motivation which is achieved over time as the teacher gains experience.

Even after prolonged periods of serving as pre-school teachers, the salary does not improve significantly. Low remuneration is one of the major explanations for pulling out from the occupation owing to job discontentment of kindergarten teachers who affirms that lower than average payments and flimsy wage gauges are also amid the key fundamentals that justify for pre-school teachers with substitute occupation selections departing from the career after numerous years of no improvement and dissatisfaction.

Ndalila (2012) found out that ECD teachers operated under poor working environment, lack of timely salary payment, the absence of consistent chances for in-service capacity building and a shortage of appropriate assessment by the education officers. The study had also found out that the pre-school teachers were not fairly remunerated regardless of their experience.

Teaching experience of the pre-school teacher makes him/her feel more competent and confident in his/her work thus the higher the experience, the same can be said of their job satisfaction. The few studies on pre-school teacher’s satisfaction relating to teachers experience, were conducted in excess of ten years ago which may not
replicate the actual up-to-date depiction. For instance, the study by Waithaka (2003) is over 10 years old thus there was a need to examine the current situation. This necessitated this study to establish the relationship between preschool teacher’s level of teaching experience and job satisfaction that is current and in the Kenyan context.

2.3.3 Teachers’ Gender and Job Satisfaction

Waithaka (2003) indicates that studies have shown higher job satisfaction for female teachers while others failed to indicate differences based on the sex of the teachers. However, absenteeism appears to be greater for female teachers compared to male counterparts. This could be associated with the fact that most female teachers are not necessarily the bread winners in their homes thus their salary acts as additional income.

Eichinger (2000) study involved female and male teachers who completed a series of instruments concerned with work tension, contentment, and social responsibility characteristics. Social role alignment was established for every of the educators using the gender responsibility portfolio. For female teachers, a stable social responsibility alignment was allied with greater levels of fulfilment and lesser levels of anxiety. This implies that female teachers seem more satisfied as pre-school teachers compared to their male counterparts.

A study conducted by Klassen and Chiu (2010) found out that female teachers had more workload strain, more classroom pressure from learner conducts and lesser classroom organization self-efficiency. Those instructing young children (in fundamental classes and nursery) had advanced levels of self-efficiency for classroom organization and learner involvement. Female teachers may feel overwhelmed with
the preparation required such as material development. Most male teachers opt out due to the workload.

Alugchaab (2011) carried a study on factors that influence the motivation of basic school teachers in Ghana. The study revealed that young teachers are least motivated than older teachers and female teachers are motivated than male counterparts. This was attributed to the fact that male teachers can hardly sustain their family with the small salary. A study by Kiboss and Jemiryott (2014) revealed that a greater proportion of teachers in Nandi South District are fulfilled with their professions. There was no statistical variance amid female and male educators in their level of job fulfilment.

A previous study in Ghana by Alugchaab, R.A. (2011), for instance indicated that female teachers were more satisfied and motivated than their male counterparts. Studies reviewed, however, have been done in different regions and in different context. Majority of relevant studies done locally, have focused on primary and secondary school teachers. This made it impossible to generalize the studies to pre-school teachers. This research sought to establish if relationship between teachers’ gender and job satisfaction would yield similar effects in Mombasa County, Kenya.

2.3.4. Teacher Training and Job Satisfaction

Teachers’ training plays a major role in the beliefs and philosophies one upholds concerning teaching in early childhood. Waithaka (2003) established that graduate teachers had a greater intention to leave teaching than those who were not graduates. Whitebook (2003) states that teachers with high professional and academic qualifications are least motivated than teachers with low qualification and teachers who teach in upper classes are more motivated than those in the lower classes.
Although teachers are passionate about their job, they are not satisfied with their job due to the absence of external motivators like higher salary, fringe benefits, working conditions, status, lack of administration support, recognition and general lack of teaching and learning materials. A lot of teachers will leave the teaching profession to join another if they get the opportunity.

Fukkink and Lont (2007) indicated a noteworthy positive outcome of focused training on the proficiency of caregivers in childcare. Founded on these results, training interrelated to teacher-child collaboration in the syllabus of professional preparation for caregivers are promoted. Trained teachers felt competent and confident in teaching methodology, teaching skills and important aspects of child psychology. This encouraged trained teachers to hold on to the jobs despite the pay.

Bloom and Sheerer (1992) examined the influence of management preparation on child care program standards. The content of the preparation encompasses every element of the child care centre manager’s role such as individual and specialized self-information; development of children and programming in early years, theory of organization, styles of leadership, legitimate and financial matters, parental and communal associations or community plan and support and investigation and technology. The greater the professional training, the better the performance, and management.

Bloom (2009) investigated how some individual’s training and administrative aspects affect job satisfaction and structural commitment of teachers in early childhood. It showed that some of the contextual variables such as training, level of education, age, salary, professional orientation, and experience did realize statistically significant
relations with aspects of contentment and structural commitment. A remarkable 83% of the respondent indicated they would select a profession in early childhood if choosing an occupation yet again.

Wagner and French (2011) conversely recognized three aspects of job contentment that were substantial forecasters of inherent attention in professional development and they are; supervisor provision, competence based on training and workmate relationships. This implies that professional training influences job contentment.

Teacher training impacts proficiency, confidence, performance and beliefs of the teacher as indicated by other studies in different regions. For instance, the study by Waithaka (2003) was done in Central Kenya, a region which is far ahead of Coast region regarding development which makes it impractical to generalize her findings to Mombasa due to the dynamics of the regions. This study focused on the relationship between teachers’ training and their job satisfaction in Nyali, Mombasa in order to attain accurate reflection of the factors since the few studies of similar nature were done in different places thus the need for the study in the region.

2.4 Summary of Literature Review

This chapter discussed job satisfaction and the teacher factors that contribute to job satisfaction. Teachers’ attitude towards their job was examined and was found that negative attitudes led to job dissatisfaction while the positive resulted to job satisfaction. The literature indicated a correlation between teachers’ motivation and attitude to job satisfaction. Most of the studies gave a global spectrum thus there was need to conduct local studies.
On pre-school teacher’s satisfaction relating to teachers’ experience, the literature revealed that teachers became more competent with experience thus satisfied to a certain extent. Few studies were conducted in excess of ten years ago. The study was therefore necessary in order to reflect the current situation in Kenya on the relationship between preschool teacher’s level of teaching experience and job satisfaction.

With regard to gender of the pre-school teachers, it was found to influence their job satisfaction such that more female teachers were more content in their work place compared to their male counterpart. Most studies were mainly done at international level thus the need to conduct the study in Mombasa County, Kenya.

Lastly, on teacher training, it led to teacher competence thus higher job satisfaction. Since teacher training influences competence, confidence, performance and philosophy of the teacher as indicated by other studies in different regions, this study focused on the relationship between teachers’ training and their job satisfaction in Nyali, Mombasa.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This section consists of the research design that was adopted in this study, research methodology, study variables, the location of the study, target population, sampling techniques and sample size, research tools, instruments, piloting, data collection procedures, analysis of data and ethical and logical considerations.

3.2. Research Design

The correlational research design was employed to study the relationship between teacher factors and job satisfaction. Correlational design enabled the researcher to measure variables and assess the relationship between them. The design was suitable due to its appropriateness for finding out educational facts, assessing thoughts, opinions, feelings and trends as Lammers and Badiam (2005) explains and ability to generate accurate information from a relatively large sample of 45 ECDE centres and teachers in Nyali Constituency.

Specifically, it helped in collecting information on teacher factors influencing their job satisfaction in relation to teachers’ attitude, teaching experience, gender, and training which were the focus in the study. Further, the design helped to curb biased representation of the population of interest and promoted standardization of measurement as Bell (2010) affirmed since the same information was collected from every teacher respondent.

3.2.1 Variables of the study

The study explored two types of variables; dependent and independent.
**Dependent Variable:** In the study, the dependent variable was pre-school teachers’ job satisfaction. The study sought to establish how job satisfaction was influenced by teacher factors.

**Independent Variables:** Pre-school teacher factors influencing their job satisfaction, such as their attitude, teaching experience, gender, and training were the independent variables. The study sought to establish if gender (male or female), attitude (way of thinking or feeling), training (professional orientation) and experience (practical participation) of the preschool teacher influenced the level of job satisfaction.

**Measurement of Variables:** A 4-point likert scale was used to measure teachers’ level of job satisfaction based on a where strongly agree indicates high satisfaction levels while strongly disagree reflects the lowest satisfaction. Questionnaires assessed the level of preschool teacher job satisfaction.

**3.3. Location of Study**

The study was carried out in Nyali Constituency in Mombasa County. Both Nyali Constituency and Mombasa County were purposively selected. Mombasa County has a large population of pre-schools that cut across the different preschool categories and socio-economic backgrounds. A study of a similar nature was conducted over 10 years ago in the neighbouring Kwale County and thus replication is scientifically sound so that the findings can be compared with the most recent study to determine any new trends of events.

**3.4. Target Population**

The study targeted all preschool teachers in the 127 registered pre-schools in Nyali Constituency, Mombasa County and a similar number of head teachers.
3.5. Sampling Techniques and Sample Size

The sampling techniques and sample size are described in this section.

3.5.1. Sampling Techniques

The study used multistage sampling that comprises different sampling techniques at diverse levels as stated by Orodho (2009).

a) Level 1 - County: Mombasa County was purposively selected from all the 47 counties in Kenya. This was because of the researcher’s observation with regards to high preschool teacher turnover in pre-schools within Mombasa and was interested to understand why.

b) Level 2 - Constituency: Nyali constituency was also selected randomly from the 6 constituencies in Mombasa County namely; Changamwe, Nyali, Mvita, Likoni, Jomvu and Kisauni. The names of all the 6 constituencies were written in papers which were assorted and one paper (Nyali) was picked randomly. Nyali constituency comprise of the following five wards: Frere Town, Ziwa-La N’gome, Mkomani, Kongowea, and Kadzandani.

c) Level 3 - Pre-schools: Out of all preschools in Nyali constituency (both registered and unregistered) all 127 registered pre-schools in Nyali constituency were purposively selected and then stratified random sampling was done according to private, community and public pre-schools whereby, the 127 registered preschool were listed and numbered under either private, community or public categories of preschools. From every category, 15 preschools were selected by randomly picking the first 15 odd numbered schools. A representative sample of 45 (35%) pre-schools out of the 127 registered pre-schools was drawn in the three categories of pre-schools.
d) **Level 4 – Head teachers:** They were purposively selected from the 45 sampled pre-schools above. From the 45 sampled pre-schools, the head teachers were purposively selected in the study based on their position.

e) **Level 5 - Teachers:** For the pre-school teachers, 90 (30%) of them were purposively selected from the 45 preschools resulting in a total of 2 teachers per school.

### 3.5.2. Sample Size

Table 3.1 presents the sample size that was used for the study.

#### Table 3.1: Study’s Sample Size

<table>
<thead>
<tr>
<th>Wards in Nyali Constituency</th>
<th>Number of Pre-schools/Head teachers and Teachers by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Private Category</td>
</tr>
<tr>
<td></td>
<td>H/Tr</td>
</tr>
<tr>
<td>Frere Town</td>
<td>3</td>
</tr>
<tr>
<td>Ziwa-La N’gombe</td>
<td>3</td>
</tr>
<tr>
<td>Mkomani</td>
<td>3</td>
</tr>
<tr>
<td>Kongowea</td>
<td>3</td>
</tr>
<tr>
<td>Kadzandani</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Sample</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

As it can be seen in Table 3.1, a total of 45 (35%) out of the 127 targeted pre-schools/head teachers and 90 (30%) out of the 300 pre-school teachers (see section 3.4) formed the study sample.

### 3.6. Research Instruments

A questionnaire for pre-school teachers and interview guide for head teachers were employed.
3.6.1. **Questionnaire for Pre-school Teachers**

A questionnaire for teachers was used to gather information. Orodho, (2009) indicated that the advantage of using questionnaire is that it ensures anonymity and may thus encourage participants to answer the questions without external influence from the researcher. It also saved time since the researcher did not necessarily interact with the every respondent at individual level. The numerical data obtained was also manageable to compare and analyse. Specifically, the questionnaire established the teacher factors influencing their job satisfaction namely: attitude, teaching experience, gender and training.

3.6.2. **Interview Guide for Head teachers**

An interview guide was administered to head teachers to counter check information gathered from teachers on demographic factors that influence job satisfaction. The instrument created understanding, clarify the purpose of the study, connotation of items and reduce ambiguity by clarifying issues that may be unclear to the study participants. It provided detailed information through probing which is not possible with a questionnaire.

3.7. **Pilot Study**

The pilot study was carried out in six (6) pre-schools with six (6) head teachers and twelve (12) pre-school teachers in a period of 3 days in order to ensure that the tools were well constructed to give consistent results. Piloting likewise assisted to identify any modifications that may be necessary prior to the actual undertaking of the main study. As a result problems with the test instructions, instances where items were not clear, formatting and other typographical errors were addressed.
3.7.1. Validity of the Instruments

As Lammers and Badia (2005) state, validity is the degree to which an instrument accurately measures what it is supposed to measure. To enhance the validity of the research tools, the investigator made sure that the questionnaire and interview items were consistent with the set objectives. It was also ensured that the reviewed literature similarly corresponded to the study objectives. Finally, the researcher as much as possible followed the supervisor’s advice in ensuring that the instruments were well constructed. Content and face validity were used to determine instrument validity.

3.7.2. Reliability of the Instruments

According to Orodho (2009), reliability is the degree to which an assessment tool produces stable and consistent results. Therefore to test reliability of the research tools and thus ensure stable and consistent results, the Split-half method was employed to assess internal consistency.

This meant that the questionnaire items were issued to 12 preschool teachers in the pilot group and were randomly split into two equal halves using the odd-even strategy and the scores of the odd numbered questions separated from those of even numbered questions. A correlation test was then done using Pearson’s correlation coefficient test that gave a measure of the strength of association between variables by measuring the extent to which all parts of the test contributed equally to the study objectives. A reliability coefficient (alpha) of 0.7 was obtained, meaning there was a strong positive relationship thus indicating acceptable levels of reliability as Orodho (2009) affirms.
3.8. **Data Collection Techniques**

Data collection was done using a questionnaire for 90 pre-school teachers and interview guide for the 45 head teachers in the sampled schools. The questionnaires were handed out to the pre-school teachers in person as the interviews for head teachers went on in every school. The expectations in the tool were explicitly explained and clarified. The researcher gave the teachers a week to fill the questionnaire after which they were collected for analysis.

3.9. **Data Analysis**

Quantitative data was coded and entered into the SPSS format that allowed for computation of descriptive statistics using tallies, means, frequencies and percentages to present job satisfaction patterns in pre-school teachers in relation to teachers’ personal characteristics. Frequency tables, graphs and pie charts were used to present the results as explained by Kombo and Tromp (2006). Qualitative data such as interview responses from head teachers was analyzed using content analysis within the thematic areas derived from the study objectives and results presented in narrative form.

3.10. **Logistical and Ethical Considerations**

The logistical and ethical considerations made during the study are as follows:

3.10.1. **Logistical Considerations**

The investigator sought clearance from the Graduate School of Kenyatta University. The Ministry of Education, Science and Technology (MoEST) was visited to seek a research permit to conduct the study. Clearance with the Education Office in Mombasa County regarding the pre-schools was done. Once these logistical issues
were put in place, familiarization of the study area was done before the study commenced.

3.10.2. Ethical Considerations

Ethical considerations included creating rapport between administrators, teachers, and the researcher. All information was kept confidential, and respect observed. Privacy was protected by allowing anonymity of respondents of the research tools. The respondents were also made aware of the purpose of the study for them to make an informed decision to participate or not thus obtained informed consent. A clear explanation was given to the participants with regards to what activity they undertook and how long it took. The researchers shared the study findings with relevant stakeholders.
CHAPTER FOUR

FINDINGS, INTERPRETATION, AND DISCUSSIONS

4.1. Introduction

Chapter four focuses on the analysis of data, interpretation and discussions from the data collected using questionnaire and interview guide. The main objective of the study was to establish the relationship between teachers’ factors and job satisfaction among pre-school teachers in Nyali constituency, Mombasa County. The data collected from all the 90 teachers on whom questionnaires were administered and 45 head teachers who were interviewed were coded, organized and entered into the SPSS computer programme to allow for computation of both quantitative and qualitative data.

For quantitative data, descriptive and inferential statistics were employed. Specifically, this involved the use of simple descriptive analysis such as tallies, means, frequencies and percentages to indicate teachers’ job satisfaction configurations. These results are presented using frequency tables, percentages, averages and graphical presentations. Qualitative analysis on the other hand involved describing and explaining the non-quantifiable data by text or narrative form, based on themes derived from the following study objectives:

i. To find out the relationship between pre-school teachers’ attitudes and their job satisfaction

ii. To examine the relationship between pre-school teachers’ level of teaching experience and their job satisfaction
To evaluate the relationship between pre-school teachers’ gender and their job satisfaction

To analyze the relationship between pre-school teachers’ level of training and their job satisfaction

4.2. General and Demographic Information

This section illustrates the rate of return of the research instrument used in the study that met the brink of a response rate of 100% that provides sufficient data to portray a conclusion about a study. The demographic information covered in the study were age, marital status, population of learners and teachers in pre-school and number of years in leadership for head teachers.

4.2.1 Rate of Return on Research Instruments

The findings in the table 4.1 show the rate of return on research instruments that were used for data collection of this study.

<table>
<thead>
<tr>
<th>Table 4.1: Research Instruments Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Questionnaires</td>
</tr>
<tr>
<td>Interview schedules</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

From the findings in table 4.1, there was 100% (135) return on all research instruments which included; 45 head teachers interview schedules, 30 questionnaires for private schools teachers, 30 questionnaires for public school teachers and 30 questionnaires for community schools teachers that were used for this study.
The rate of return of the research instruments meet the threshold as per Kombo and Tromp (2006) who argued that a response rate of 50%, 60% or 75% provides adequate data to draw a conclusion about a study. The data from the questionnaires were analyzed using descriptive statistics including percentages as well as frequency distribution and then presented in tables, charts, and graphs.

4.2.2 Demographic information

The demographic information of the study participants who included pre-school teachers and head teachers covered several aspects. The demographic data was relevant to the study since it determined whether or not the respondents could comfortably provide the information that was required in the study. The findings of preschool teachers demographic data are presented first followed by those of head teachers.

4.2.2.1 Demographic Information of Preschool Teachers

Specifically, the researcher sought to know preschool teachers’ age as well as marital status and these findings are herein presented.

i. Preschool Teachers’ Age

<table>
<thead>
<tr>
<th>Age of the preschool teacher</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>33</td>
<td>36.7%</td>
</tr>
<tr>
<td>26-35 years</td>
<td>37</td>
<td>41.1%</td>
</tr>
<tr>
<td>36-45 years</td>
<td>15</td>
<td>16.7%</td>
</tr>
<tr>
<td>46-55 years</td>
<td>5</td>
<td>5.5%</td>
</tr>
<tr>
<td>Above 56 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>
Age refers to the number of years the preschool teacher has lived. According to Mugo (2009), age may determine how well or not a teacher may handle young children. She further indicates that age also compliments teachers’ training. Age of the pre-school teacher was however not a study variable in the current study but was only used to provide a general picture of the sampled respondents. The findings on the pre-school teachers’ ages were as presented in table 4.2: Majority (41.1%) of the preschool teachers in the study were between the ages 26-35 years. Respondents aged between 18 to 25 years were 36.7% while those aged between 36 to 45 years were 16.7%. Only 5.5% of the respondents were 46-55 years old. None of the respondents was above aged 56 years.

As table 4.2 shows preponderance (over 75%) of the preschool teachers in the study are within the age bracket of 18 to 35 years thus considered as youth and energetic. According to Howieson (2005), age amounts to stamina and vitality as a status of optimal performance. As people age, their energy levels are lowered and they are more easily exhausted. Teaching is a very demanding job and requires energy to successfully accomplish the teaching tasks. Thus a younger teacher might be more motivated to work as a preschool teacher because they have the energy to match that of children who are mobile beings.

On the other hand, older teacher’s may be keener working with children because majority of them are parents themselves and therefore more concerned as Mugo (2009) further indicates. Mukami (2017) states that mature caregivers of between 21 – 34 years may perform their work better. In this regard, age appears to be an aspect that motivates the teacher to work and could be a source of job satisfaction in itself.
ii. Marital Status of Preschool Teachers

Marital status has to do with the state of one being married or unmarried, single, divorced or widowed and preschool teachers were required to provide this information. The findings on preschool teachers’ marital status areas presented in the table 4.3

Table 4.3 Preschool Teacher Marital Status

<table>
<thead>
<tr>
<th>Preschool teachers marital status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>40</td>
<td>44.4%</td>
</tr>
<tr>
<td>Unmarried/single</td>
<td>35</td>
<td>38.9%</td>
</tr>
<tr>
<td>Divorced/separated</td>
<td>15</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As reflected in table 4.3, 44.4% of the preschool teachers in the study were married while 38.9% were single or unmarried. 16.7% of the respondents were either divorced or separated from their spouses. Ikiara (2016) notes that it is assumed generally that marriage comes with added responsibilities to an individual as a wife/husband, mother/father and in-laws since one has to provide basic needs to his/her family. It may thus imply that teachers who are married could be motivated to do their work well in order for them to be able to support their families and also due to the respect that society attaches to marriage, thus the motivation could culminate into satisfaction in their job.

Ikiara (2016) also suggests that unmarried teachers without responsibility of caring for a family might have more free time to devote to their work and may be more energized to do their work which may also give them satisfaction in their job. Those who are single but parents with less income, struggling to manage activities in different areas and lack of support in caring for their families may be less satisfied
with their job because of the low returns they get from their work as Ng’eno (2012) suggests. Although marital status of teachers was considered as a demographic trait in relation to job satisfaction among preschool teachers in Nyali, Mombasa County, it was not a study variable in the present study but was merely used to grant a general opinion of the sampled teacher respondents.

### 4.2.2.2 Demographic Information of Head Teachers

The head teachers were required to indicate how long they had worked as head teachers and also provide the total number of pre-school teachers and children they had under them.

#### i. Head Teachers Number of Years in Leadership

The first information sourced from the head teachers was how long they had stayed in their current school as head teacher. The findings in figure 4.1 show the amount of time the respondents have worked in the capacity of head teachers in their careers.

![Figure 4.1: Duration as a head teacher](image)

From the findings in the figure 4.1 the study established that 31.1% (14) of the respondents had served as head teachers for 11-20 years and were followed by 24.4%
(11) of the respondents who showed that they had served for a period below a year as head teachers. 20% (9) of the respondents affirmed they have been head teachers for a period of 1-5 years whereas 13.3% (6) indicated that they had served for 6-10 years and lastly 11.1% (5) of the respondents indicated that they have been head teachers for 21-30 years.

Since the head teacher plays a paramount role in the running of the pre-school in terms of creating a favourable environment, payment of pre-school teachers, provision of learning materials amongst other roles, the level of experience of the head teacher helped in obtaining accurate opinions regarding job satisfaction of preschool teachers according to the focus of the study.

4.2.2.3 Population of Learners and Teachers in Pre-school

The researcher was interested in knowing the entire population of learners and teachers in pre-school. The findings in the following Table (4.4) show the respondents feedback on the number of learners and teachers in pre-schools.

Table 4.4: Number of Preschool Learners and Teachers

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Frequency</th>
<th>%</th>
<th>Number of Learners</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td>Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>23</td>
<td>51.2%</td>
<td>10-20</td>
<td>12</td>
<td>26.7%</td>
</tr>
<tr>
<td>3-5</td>
<td>20</td>
<td>44.4%</td>
<td>21-40</td>
<td>29</td>
<td>64.1%</td>
</tr>
<tr>
<td>Above 5</td>
<td>2</td>
<td>4.4%</td>
<td>Above 41</td>
<td>4</td>
<td>8.9%</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100%</td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

The findings in the table 4.4 shows that most 51.2% (23) of the head teachers indicated that they have 1-2 pre-school teachers, followed by 44.4% (20) of the respondents who showed that they have 3-5 pre-school teachers and 4.4% (2) of the respondents indicated that they have more than 5 teachers. Majority of the head
teachers 64.1% (29) indicated that they have 21-40 pre-school children and were followed by 26.7% (12) of the respondents who showed that they had 10-20 pre-school learners and lastly 8.9% (4) of the head teachers indicated that they have more than 40 pre-school learners in their schools. This information was relevant in determining the preschool teacher–child ratio as well as defining a manageable workload for the teacher. An overloaded teacher is likely to develop a negative attitude and be dissatisfied by their work. Most pre-schools were fairly balanced in their population though a few were overpopulated with few teachers to cater for the children.

4.3 Relationship between Preschool Teacher Factors and Job Satisfaction

This section presents the analysis based on relationship of teacher factors and their job satisfaction. The findings of the four teacher factors in relation to their job satisfaction are presented as per the objectives of the study.

4.3.1 Pre-school Teachers’ Attitude and their Job Satisfaction

The first objective of this study focused on finding out the relationship between pre-school teachers’ attitude and their job satisfaction. The respondents were required to indicate their level of agreement on various Likert scale statements suggesting the relationship between pre-school teacher’s attitude and their job satisfaction. The study items were; I enjoy being a pre-school teacher; the salary I get as a pre-school teacher motivates me to perform better; given another chance, I will still choose to be a pre-school teacher; when I perform well as a pre-school teacher, I am recognized and rewarded and I have good relations with children, parents, management and other teachers.

The scale used a key of 1-4:
1-Strongly Agree (SA) 2-Agree (A)
3-Disagree (D) 4-Strongly Disagree (SD).

Positive level of agreement (SA, A) or negative (D, SD).

The findings are as presented in table 4.5;

**Table 4.5: Responses on Relationship between Attitude and Teachers’ Job Satisfaction**

<table>
<thead>
<tr>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>I I enjoy being a pre-school teacher</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>II The salary I get as a pre-school teacher motivates me to perform better</td>
<td>41</td>
<td>45.6</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>II Given another chance, I will still choose to be a pre-school teacher</td>
<td>25</td>
<td>27.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I V When I perform well as a pre-school teacher, I am recognized and rewarded</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>V I have good relations with children, parents, management and other teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
<td>37</td>
<td>189</td>
<td>158</td>
</tr>
</tbody>
</table>

Disagreed (negative)  Agreed (positive)

103  22.9%  347  77.1%

The study findings as presented in the table 4.5 above show that majority 52.2% (47) of the respondents indicated that they agreed that they enjoy being a pre-school teacher and were followed by 31% (28) who strongly agreed with this statement. This indicated that those who agreed were satisfied with their job.
On the other hand, 16.7% (15) of the respondents disagreed that they do not enjoy their pre-school teaching job and are thus dissatisfied. 45.6% (41) of the respondents indicated that they strongly disagreed that the salary they get as a pre-school teachers motivated them to perform better and were followed by 20% (18) of the respondents who disagreed with that and were thus dissatisfied. On the other hand, 21.1% (19) of the respondents indicated that they strongly agreed with the statement and were followed by 13.3% (12) of the respondents who agreed with it too.

Given another chance, I will still choose to be a pre-school teacher – this statement was agreed upon by 37.8% (34) of the respondents and was followed by 31 (34.4%) respondents who strongly agreed with that indicating satisfaction. On the other hand, 27.8% (25) of the respondents indicated that they disagreed with that thus they would choose a different profession other than teaching, implying that they were dissatisfied with their job.

The study found out that majority 54.4% (49) of the teachers indicated that they agreed that when they perform well as pre-school teachers they are recognized and rewarded in their schools. They were followed by 41.1% (37) of the respondents who strongly agreed with this statement. On the other hand 4.4% (4) of the respondents disagreed with being recognized and rewarded after performing well as pre-school teachers. Similarly, Klassen and Chiu (2010) found that commitment of employees is based on rewards and recognition. From the findings of the study, it can be concluded that reward systems do affect teacher motivation and job satisfaction.

The study established that majority 52.2% (47) of the respondents agreed that they have good relations with children, parents, management and other teachers and were followed by 47.8% (43) of the respondents who strongly agreed with that. On
average, 22.9% (103) of the respondents disagreed with the items in the tool relating to attitude. This implied that they had a negative attitude and were dissatisfied with their job as preschool teachers. On the other hand, 77.1% (347) of the respondents agreed with the items thus indicating a positive attitude and satisfaction with their job as preschool teachers.

Positive teachers’ attitude led to job satisfaction and vice versa. The study results show consistency with research conducted by Kaga (2007) which demonstrated that there was a significant association between positive teacher attitudes and job satisfaction. The results indicated Preschool teachers were found to have higher levels of job satisfaction based on positive attitudes towards their job.

From the head teachers’ interview, the general finding indicated that most preschool teachers’ attitudes were positive towards their job although there were certain factors that demoralized them such as poor or delayed pay, limited resources as well as unfavourable learning environment. They identified key indicators of job dissatisfaction that are common in preschool teachers such as high teacher turnover, absenteeism and frequent lateness. Some of the opinions advanced by headteachers are presented in the subsequent citation:

"some preschool teachers hold on to the current job despite the unfavourable work conditions. If the work environment is improved, the teachers will be more motivated and perform better..." (Head teacher 1)

“Poor and delayed pay discourage most teachers. Some teachers quit the job because of this reason since it can’t cater for their daily needs. The high turnover affects consistency in learning. The teachers, who don’t quit, work on other jobs aside from teaching so as to make an extra income thus tend to be late or absent often.....”(Head teacher 2)

“In my school, we pay teachers promptly and fairly. We also make deliberate efforts to create a conducive work environment. This highly motivates the teacher and they hardly quit...” (Head teacher 3)
The head teachers felt limited in terms of their ability to regulate these factors that contribute to preschool teachers’ job dissatisfaction due to limited resources and some uncooperative parents. The way forward suggested by the head teachers to ensuring pre-school teachers are satisfied with their job was to mobilize all stakeholders to support the preschool teachers.

4.3.2 Pre-school Teachers’ Teaching Experience and their Job Satisfaction

In the second objective, the survey intended to establish the relationship between pre-school teachers’ work experience and their job satisfaction. However, the teacher respondents were first asked to specify their work experience in years as well as the duration they had served as preschool teachers. Thereafter, they were to indicate their level of agreement based on statements that were provided and measured using a 4-point scale, regarding relationship between pre-school teachers’ teaching experience and their job satisfaction.

i. Duration Teachers had served as Preschool Teachers

Preschool teacher respondents were asked to state how long they had taught as preschool teachers. The findings in figure 4.2 below show the results on the years of experience as ECD teachers of the respondents to the study.
The findings in the figure 4.2 above show that majority 46.70% (42) of the respondents have worked as early childhood teachers for a period of 4-10 years and were followed by 20% (18) of the respondents who indicated that they have been in the same job for less than a year. 15.60% (14) of the respondents affirmed that they have been pre-school teachers’ for 3-5 years whereas 8.90% (8) of the respondents have been teaching pre-school children for 1-3 years and 6.7% (6) of the respondents indicated they had 10-20 years teaching experience. Lastly, 2.20% (2) indicated that they have worked for 20 years and above. Powell and Stremmel (1989) indicated that augmented levels of experience were connected autonomously to the usage of professional performance and job satisfaction.

**ii. Level of Agreement on Relationship between Teaching experience and Job Satisfaction**

The last task in relation to teaching experience, preschool teachers were required to indicate their level of agreement on various Likert scale statements concerning the relationship between pre-school teachers’ teaching experience and their job satisfaction. The study items were: My experience in teaching makes me use better...
instructional strategies; The management has promoted me based on my teaching experience; The salary I am paid gets better with my experience; My classroom management skills get better with experience and I engage learners better because of my teaching experience.

The scale used a key of 1-4: 1-Strongly Agree (SA) ; 2-Agree (A); 3-Disagree (D) ; 4-Strongly Disagree (SD).

Positive level of agreement (SA, A) or negative (D, SD).

The findings are as presented in table 4.6:

**Table 4.6: Responses on Relationship between Teaching Experience and Preschool Teachers’ Job Satisfaction**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>I  My experience in teaching makes me use better instructional strategies</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>18.9</td>
</tr>
<tr>
<td>II The management has promoted me based on my teaching experience</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>III The salary I am paid gets better with my experience</td>
<td>72</td>
<td>80</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>IV My classroom management skills get better with experience</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V  I engage learners better because of my teaching experience.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>16</td>
<td>38</td>
<td>8.4</td>
</tr>
<tr>
<td>Disagreed (negative - dissatisfied)</td>
<td>110</td>
<td>24.4%</td>
<td>340</td>
<td>75.6%</td>
</tr>
</tbody>
</table>

The findings in the table 4.6 show that majority 63.3% (57) of the respondents indicated that they strongly agreed that their experience in teaching makes them use
better instructional strategies and were followed by 17.8% (16) of the respondents who agreed with it thus indicating positive levels of job satisfaction. On the other hand, the study established that 18.9% (17) of the respondents disagreed with it thus implying job dissatisfaction.

The study found out that 67.8% of the respondent indicated that they strongly agreed that the management had promoted them based on their teaching experience and were followed by 28.9 % (26) of the respondents who agreed with that. This indicated that they were satisfied with their job whereas on the other hand 3.3% (3) disagreed and thus indicated dissatisfaction with their job. Majority of the respondents 80% (72) strongly disagreed that the salary they are paid gets better with their experience and were followed by 20% (18) who disagreed with that too. This negative response indicated great job dissatisfaction with regards to salary. None of the respondents either agreed or strongly agreed to this item thus implying that none of the preschool teachers felt satisfied with their job with regards to their remuneration.

Lastly, 84.4% (76) of the respondents indicated that they engage learners better because of their teaching experience and were followed 15.6% (14) by who agreed with that. This indicated that the preschool teachers were satisfied with their job courtesy of their experience in the job. The respondents neither disagreed nor strongly disagreed to this item thus none of them was dissatisfied with their job with regards to engaging learners better.

On average, 24.4% (110) of the respondents disagreed with the items in the tool relating to preschool teachers teaching experience. This implied that the preschool teachers felt that their experience did not make their job better and were dissatisfied with their job as preschool teachers. On the other hand, majority, 75.6% (340) of the
respondents agreed with the items and thus indicated that there was a positive influence of their teaching experience on their satisfaction with their job as preschool teachers.

From the preschool teacher demographic information on level of teacher experience, the outcomes indicated that majority 46.70% (42) of the respondents had worked as preschool teachers for a period of 5-10 years. 20% (18) of the respondents showed that they had been in the job for less than a year. 15.60% (14) of the respondents stated that they have been pre-school teachers for 3-5 years whereas 8.90% (8) of the respondents have been teaching pre-school children for 1-3 years and 6.7% (6) of the respondents indicated that it has been 10-20 years while still doing the same job. Lastly, 2.20% (2) indicated that they have worked for above 20 years and above.

Higher level of teachers’ experience led to job satisfaction. The study results show consistency with study done by Fukkink (2007) which established that there was a considerable alliance between teachers teaching experience and job satisfaction. Preschool teachers with more teaching experience were found to have a higher level of job satisfaction.

From the head teachers’ interview, the general findings indicated that majority of preschool teachers had high level of experience (5 to 10 years) on their job. This gave them an advantage with regards to competence and performance as teachers as explained by Alugchaab (2011). At the same time, there were several factors that made them fell dissatisfied with their job despite the high level of experience. These factors included meagre and tardy pay, limited resources as well as inauspicious learning environment.
Some of the views advanced by headteachers are presented in the subsequent citation:

"The teachers who have taught for a long time tend to be effective since they have a better and practical understanding in teaching. However, they are hardly open to new aspects and unlearn the out-dated aspects...." (Head teacher 1)

"Teachers with little experience struggle to perform but as they gain experience, they get more confident and competent...." (Head teacher 2)

The identified key indicators of job dissatisfaction common in preschool teachers as observed by the head teachers comprised of high teacher turnover as experienced teachers seek better paying jobs, absenteeism and frequent lateness. This seconds Bloom (2009) explanation on job satisfaction and dissatisfaction. The head teachers felt limited in terms of ability to regulate these factors that contribute to preschool teachers’ job dissatisfaction due to limited resources and some uncooperative parents. The way forward suggested by the head teacher to ensuring pre-school teachers are satisfied with their job was to mobilize all stakeholders to support the preschool teachers

4.3.3: Pre-school Teachers’ Gender and their Job Satisfaction

This was the third objective of the study which intended to establish the relationship between pre-school teachers’ gender and their job satisfaction. Conversely, the preschool teacher respondents were foremost requested to indicate their gender by specifying on whether they are male or female. Subsequently, the respondents were to indicate their level of agreement based on statements that were provided and measured using a 4-point scale, regarding relationship between pre-school teachers’ gender and their job satisfaction.

i. Preschool Teachers’ Gender

Gender is the state of the pre-school teacher being male or female. Information about gender was the first aspect that the preschool teacher respondents had to provide. The
findings on gender distribution of the respondents sampled are as presented in figure 4.3

Figure 4.3: Gender
The findings in the figure 4.3 above show that majority of the respondents (67%) were female, and only 33% of the respondents were male. These findings were similar to those of a study done by Ololube (2006) who showed that female-male composition of teaching and senior posts is not new; the majority of teachers in England are women as well. From the findings of the study, it can therefore be said that there are more female teachers in pre-school than male teachers who participated in the current study.
ii. Level of Agreement on Relationship between Preschool Teachers Gender and Job Satisfaction

In the final task in relation to preschool teachers’ gender, the respondents were required to indicate their level of agreement on various Likert scale statements about the relationship between pre-school teachers’ gender and their job satisfaction.

The study items were: Pre-school teaching workload is manageable for me as a male/female teacher; I easily balance teaching and social gender roles; I get less classroom stress from student behaviours as a male/female teacher; I manage the classroom well as a male/female teacher and I am often present and punctual for work as a male/female teacher. M&F.M initials in the table were used to represent male and female teachers.

The scale used a key of 1-4.

1-Strongly Agree (SA)  2-Agree (A),
3-Disagree (D)  4-Strongly Disagree (SD).

Positive level of agreement (SA, A) or negative (D, SD).

The findings re as presented in table 4.7
Table 4.7: Relationship between Pre-school Teachers’ Gender and their Job Satisfaction

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Gender</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school teaching workload is manageable for me as a male/female teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M&amp;F.M</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>25.6</td>
<td>26</td>
<td>28.8</td>
<td>41</td>
<td>45.6</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>28</td>
<td>8</td>
<td>32</td>
<td>10</td>
<td>40</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>24.6</td>
<td>18</td>
<td>27.7</td>
<td>31</td>
<td>47.7</td>
<td>65</td>
</tr>
<tr>
<td>I easily balance teaching and social gender roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M&amp;F.M</td>
<td>13</td>
<td>3</td>
<td>39</td>
<td>43.3</td>
<td>17</td>
<td>18.9</td>
<td>21</td>
<td>23.3</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>12</td>
<td>6</td>
<td>25</td>
<td>35.4</td>
<td>19</td>
<td>29.2</td>
<td>13</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>10</td>
<td>15.4</td>
<td>6</td>
<td>23</td>
<td>8</td>
<td>32</td>
<td>8</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>I get less classroom stress from student behaviours as a male/female teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M&amp;F.M</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>24.4</td>
<td>7</td>
<td>7.8</td>
<td>61</td>
<td>67.8</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>5</td>
<td>20</td>
<td>18</td>
<td>72</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>15.4</td>
<td>14</td>
<td>21.5</td>
<td>41</td>
<td>63.1</td>
<td>65</td>
</tr>
<tr>
<td>I manage the classroom well as a male/female teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M&amp;F.M</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36</td>
<td>40</td>
<td>54</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>48</td>
<td>13</td>
<td>52</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>41.5</td>
<td>38</td>
<td>58.5</td>
<td>65</td>
</tr>
<tr>
<td>I am often present and punctual for work as a male/female teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M&amp;F.M</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>51</td>
<td>56.7</td>
<td>31</td>
<td>34.4</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>48</td>
<td>13</td>
<td>52</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>39</td>
<td>60</td>
<td>26</td>
<td>40</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>3</td>
<td>2.4%</td>
<td>49</td>
<td>12%</td>
<td>45</td>
<td>36%</td>
<td>14</td>
<td>49.6</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>10</td>
<td>3.1%</td>
<td>49</td>
<td>15.1%</td>
<td>11</td>
<td>36%</td>
<td>14</td>
<td>45.8</td>
<td>325</td>
</tr>
<tr>
<td>Disagreed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>18</td>
<td>14.4%</td>
<td>107</td>
<td>14.4%</td>
<td>85.6%</td>
<td>125</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>59</td>
<td>18.2%</td>
<td>266</td>
<td>18.2%</td>
<td>81.8%</td>
<td>325</td>
<td></td>
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</tr>
<tr>
<td>Agreed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>77</td>
<td>85.6%</td>
<td>373</td>
<td>85.6%</td>
<td>125</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>325</td>
<td>81.8%</td>
<td>325</td>
<td>81.8%</td>
<td>325</td>
<td></td>
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</table>
The study findings on the relationship between pre-school teachers’ gender and their job satisfaction as presented in the table above established that majority 45.6% (41) of the respondents strongly agreed that the pre-school teaching workload is manageable for them. 40% (10) of male teachers strongly agreed while 47.7% of female teachers strongly agreed with the above item. This was followed by 28.8% (26) of the respondents who agreed with the item, 32% (8) being male and 27.7% (18) being female. On the other hand, 25.6% (23) of the respondents disagreed with it, 28% (7) being male while 24.6% (16) were female. No respondent strongly disagreed with this item.

Generally, 49 (75.4%) of the female teachers agreed or strongly agreed that the workload is manageable as compared to 18 (72%) male teachers in the study. This implied that there was significant difference between male and female teachers in relation to job satisfaction with regards to this item. Most of the respondents in the study 43.3% (39) disagreed that they are able to balance their pre-school teaching and their social gender roles; 25% (6) were male and 35% (23) female. They were followed by 14.4% (13) who strongly disagreed with 12% male and 15.4% female strongly disagreeing.

On the other hand the study found out that 23.3% (21) of the respondents indicated that they strongly agreed with being able to balance their pre-school teaching and their social gender roles with 32% (8) male and 20% (13) females strongly agreeing. They were followed by 18.9% (17) who agreed with it too. More female teachers 50.8% (33) found it difficult to balance teaching with other social responsibilities as compared to 36% (9) male teachers in the study thus more females were dissatisfied
with their jobs compared to male with regards to balancing teaching with other social roles.

Most respondents 67.8% (61) in the study affirmed that they strongly agreed that they get less classroom stress from student behaviours as a male/female teacher with 72% male (18) and 63.1% (41) females strongly agreeing. They were followed by 7.8% (7) who agreed with that with 20% male and 21.5% agreeing. On the other hand, 24.4% (22) of the respondents indicated that they disagreed with having less classroom stress from student behaviours as a male/female teacher with 8% (2) males and 16.4% (10) females disagreed. No respondent strongly disagreed to this item. More male teachers felt that they get less classroom stress from the learners behaviour compared to the female teachers and were thus more satisfied with their job.

60% (54) of the respondents strongly agreed that they manage the classroom well with 52% (13) male and 63% (41) females strongly agreeing. They were followed by 40% (36) who agreed with the item with 48% (12) males and 37% (24) females agreeing. No respondent either disagreed or strongly disagreed that they managed the classroom well based on their gender. This implied that both male and female preschool teachers felt satisfied with their job with regards to classroom management.

Lastly, 56.7% (51) of the respondents agreed that they are often present and punctual for work with 48% (12) male and 60% (29) female teachers agreeing with the item. They were followed by 34.4% (31) of the respondents 52% (13) male and 40% (26) female who strongly agreed with it. Both male and female teachers disagreed that their classroom management is related to their gender. Both however agree that they are often punctual to work. More male teachers strongly agree while more female teachers agree to this aspect thus implied that they felt satisfied with their job.
Whichever gender that the preschool teacher held, it did not affect their job satisfaction. The study results show inconsistency with study done by Eichinger (2000) which established that there was a considerable alliance between teachers teaching gender and job satisfaction such that male teachers who bear the role of provision show dissatisfaction due to the low salary compared to their female counterparts.

Accordingly, the fact that female teachers’ job satisfaction level is slightly higher than their male counterparts even if it is at an insignificant level is in compliance with the assumption that teaching is perceived as a profession which is more convenient for female employees and for that reason their job satisfaction may naturally be higher than their male counterparts as Kaga (2007) described. Preschool teacher responses were fairly similar regardless of their gender thus their gender had no major influence on their job satisfaction.

Findings from the preschool teacher demographic information indicated that majority 67% of the respondents were female, and only 33% of the remaining respondents to the study were male. These findings related to research by Eichinger (2000) who showed that female-male composition of teaching and higher-ranking placement is not new: the majority of teachers in England are women yet relatively there are a small number of pre-school teachers that are male. From the findings of the study, it can be said that there are many female teachers in pre-school than male teachers. This implied that female preschool teachers were more satisfied about their job compared to male teachers who were few in the profession.
From the head teachers’ interview, the general findings indicated that most preschool teachers were female. The head teacher attributed this to the fact that most men could hardly sustain their families with a job as a preschool teacher because of the poor and inconsistent pay. It was also noted that most teachers are women and this was credited to the cultural upbringing whereby female are the basic caregivers.

Some of the views advanced by head teachers are presented in the following citation:

"Most female teacher especially those in child bearing bracket tend to be often late and absent as they attend to their children.....” (Head teacher 1)

"Male preschool teachers are few in my school. They frequently quit the job stating poor pay as the reason. The few that hold on to the job tends to have good performance in teaching......” (Head teacher 1)

The head teachers recognized the key indicators of job dissatisfaction common for both male and female preschool teachers as high teacher turnover, nonattendance and frequent tardiness. The head teachers felt limited in terms of capacity to regulate these factors that contribute to preschool teachers’ job dissatisfaction due to limited resources and some obstinate parents. The way forward suggested by the head teachers to ensure pre-school teachers are satisfied with their job was to marshal all stakeholders to support the preschool teachers.

4.3.4: Pre-school Teachers’ Training and their Job Satisfaction

The last objective of the study aimed at establishing the relationship between pre-school teachers training and their job satisfaction. The analysis of teachers’ demographic information on teacher training was presented next and discussed. Secondly, the findings on the relationship between preschool teacher training and their job satisfaction was presented and analysed.
i. Teacher trained in ECDE

The researcher sought to know whether the teachers sampled were trained in ECD or not. The findings presented in figure 4.4 below show the percentage of teachers who had previous training in early childhood education and those who did not.

![Figure 4.4: Teachers Trained in ECD](image)

From the findings in the figure 4.4 above the study established that majority (61%) of the teachers indicated that they had previous training in early childhood education whereas on the other hand 39% did not have any previous training in ECD.

ii. Teachers’ Level of Training

Head teachers were asked to indicate their highest educational level. The findings in figure 4.5 below show the different levels of education of the respondents in the study.
The findings in figure 4.5 above show that majority 52% (47) of the respondents had a certificate level of education and were followed by 32.2% (29) of the respondents who indicated that they had attained a diploma. 10% (9) indicated that they had achieved a degree, while 4.40% (4) affirmed that they had a master’s degree and lastly 1.10% (1) of the respondents affirmed having a post graduate diploma.

Teachers’ training plays a major role in the beliefs and philosophies one upholds concerning teaching in early childhood. This indicates that their satisfaction varies based on their training levels. Fukkink and Lont (2007) indicated a noteworthy positive outcome of focused training on the proficiency of caregivers in child care. Founded on these results, training positively influences preschool teachers’ competence and job satisfaction. The greater the professional training, the better the performance, and management.
iii. Relationship between preschool teacher training and their job satisfaction

The respondents were asked to show their level of agreement on various Likert scale statements concerning the relationship between pre-school teachers training and their job satisfactions the scale used a key of 1-4:

1-Strongly Agree (SA)
2-Agree (A)
3-Disagree (D)
4-Strongly Disagree (SD).

Positive level of agreement (SA, A) or negative (D, SD).

The study items included; I am competent in the Pre-school curriculum because of my training, there are opportunities for in-service training for pre-school teachers, methods of teaching learned during training are relevant in the classroom, My training influences my teacher-child interaction and I create a conducive learning environment for children based on my training.

The findings re as presented in table 4.8:
Table 4.8: Relationship between Pre-school Teachers’ Training and their Job Satisfactions

<table>
<thead>
<tr>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>i</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am competent in the Pre-school curriculum because of my training</td>
<td>4</td>
<td>4.4</td>
<td>23</td>
<td>25.6</td>
</tr>
<tr>
<td>ii</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are opportunities for in-service training for pre-school teachers</td>
<td>39</td>
<td>43.4</td>
<td>14</td>
<td>15.6</td>
</tr>
<tr>
<td>iii</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of teaching learned during training are relevant in the classroom</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>iv</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My training influences my teacher-child interaction</td>
<td>13</td>
<td>14.5</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>v</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I create a conducive learning environment for children based on my training</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>12.4%</td>
<td>46</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

Disagree | Agree

|       |    |   |    |   |    |   |
| 102  | 22.7% | 348 | 77.3% |
their training. They were followed by 21.1% (19) of the respondents who affirmed that they too agreed with the statement. This implied that 70% of the respondents who gave positive responses felt satisfied with their job with regards to this item. On the other hand, 25.6% (23) of the respondents disagreed with being competent in their pre-school curriculum because of their training and were followed by 4.4% (4) who strongly disagreed. 30% of the respondents felt dissatisfied with their job with regards to this item.

Most of the respondents to the study 43.4% (39) indicated that they strongly disagreed that there are opportunities for in-service training for pre-school teachers and were followed by 15.6% (14) of the respondents who also disagreed with the statement. This implied that 59% of the respondents were dissatisfied with their job in relation to opportunities for in-service training.

On the other hand, 35.6% (32) of the respondents agreed to the availability of opportunities for in-service training for pre-school teachers and were followed by 5.6% (5) of the respondents who strongly agreed. 41% of the preschool teachers felt satisfied with their job with regards to opportunities for in-service training.

The findings are in line with the findings of a study done by Caprapa (2003) who found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favourably, and had less intent to quit.

The study established that majority 56.7% (51) of the respondents to the survey indicated that they strongly agreed that methods of teaching learned during training are relevant in the classroom and were followed by 43.3% (39) who agreed with this
too. This indicated that 100% of the respondents felt satisfied with their job with regards to the relevance of their training in the classroom. No respondent was dissatisfied with this aspect of their job. The research affirmed that majority 43.3% (39) of the respondents indicated that they strongly agreed that their training influenced their teacher-child interaction and were followed by 32.2% (29) who agreed with the statement as well.

On the other hand, 14.5% (13) of the respondents strongly disagreed with this and were followed by 10% (9) who disagreed. This implied that 75.5% of the preschool teachers agreed and thus were satisfied with their job with regards to how their training influenced their teacher-child interaction while 24.5% were dissatisfied with this item.

Lastly, the study found out that 52.2% (47) of the respondents indicated that they strongly agreed that they create a conducive learning environment for children based on their training and were followed by 47.8% (43) of the respondents who also agreed with the statement. None of the respondents disagreed with this item. This implied that 100% of the respondents were satisfied with their job with regards to their ability to create a conducive learning environment for children based on their training. On average, 77.3% (348) of the respondents agreed to all the five items that sought to establish the relationship between preschool teacher training and their job satisfaction while 22.6% (102) disagreed. Thus, 77.3% were satisfied with their job because of their training while 22.6% were dissatisfied with respect to training.

Findings from preschool teachers’ demographic information indicated that majority 36.7% (33) of the respondents have attained up to certificate level of education and were followed by 30% (27) of the respondents who indicated that they have attained
diploma level of education. 17.8% (16) of the respondents showed that they had attained up to O level/High school education while 10% (9) indicated that they had achieved degree level of education while 4.4% (4) affirmed that they had a master’s degree and lastly 1.10% (1) of the respondents affirmed having a post graduate diploma. From the above findings, 82.2% of the preschool teachers had some form of training in early childhood Education thus the vast majority of teachers were trained.

This implies that higher level of teachers’ training led to job satisfaction. The study results show uniformity with research done by Fukkink (2007) which established that there was a considerable alliance between teachers’ level of training and job satisfaction. Preschool teachers with more teaching experience were found to have a higher level of job satisfaction. The higher the level of training of the teacher, the more satisfied they were especially in areas of curriculum competence and teaching skills.

From the head teachers’ interview, the general finding indicated that most preschool teachers’ had some level of training in early childhood education and the few that did not were enrolled for the in-service training programs thus they undergo training as they work. The head teachers attested to the fact that they often organize refresher training workshops and seminars for their preschool teachers in order to be up to date with the current methodology and other issues in early childhood. This is often done by relevant non-governmental organizations that focus on Early Childhood Education.

The head teachers acknowledged the key indicators of job dissatisfaction that are common in preschool teachers are high teacher turnover, absenteeism and recurrent lateness. Preschool teachers had a difficult time during training to raise the funds needed since their pay was diminutive thus some teachers drop out of training. After
training, there was no major change in teachers’ remuneration thus discouraging many preschool teachers from advancing their training.

Some of the views advanced by head teachers are presented in the following excerpt:

"Trained teachers tend to perform better in their roles, that is why we allow them time pursue training as well as organize for in-house training within the school....” (Head teacher 1)

"Limited resources demotivates teachers and teachers poor pay limits them from going for further training. Scholarships for teachers would encourage and promote their training....” (Head teacher 2)

The head teachers felt limited in terms of ability to regulate these factors that contribute to preschool teachers’ job dissatisfaction due to limited resources and some uncooperative parents. The way forward suggested by the head teacher to ensuring pre-school teachers are satisfied with their job was to mobilize all stakeholders to support the preschool teachers. Scholarship opportunities should be availed to promote training.

Generally, from the findings of the interview with the head teachers, it can be said that leadership style, fairness in promotion opportunities, availability of promotion opportunities, work environment and supervision practices influence job satisfaction among teachers. Barnett (2004) indicate that the factors affecting teacher’s satisfaction included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school. Work condition factors as indicated by Wagner and French (2010) incorporate the variables of remuneration, job satisfaction and security issues.
The respondents were further asked to mention other factors influencing job satisfaction among teachers. The following factors were mentioned: lack of better terms of service, favouritism, lack of refresher courses and lack of appreciation of the extra efforts placed by teachers. Concerning ways by which job satisfaction affects teachers job performance, they mentioned that satisfied teachers are motivated to work and help students to pass their exams despite their difficulties. On the other hand, they mentioned that teachers who are de-motivated are not concerned about students’ grades thus affecting the schools’ performance.

These results are in line with the study in that pay and promotion as aspects among job characteristics predict teachers’ intention to remain in the job. In other words, factors that can contribute to teachers’ intention to quit the job are the same factors that contribute to teachers’ intention to remain in the job. However, the current study is inconsistent with the research findings of Ololube, (2006) which revealed that a good relationship contributes significantly to workers intentions to remain in the job. These mixed results suggest that teachers’ intention to remain in the job is contributed by many factors and not just good pay, fringe benefits or promotion opportunities.

4.4 Challenges Faced by Pre-school Teachers

The researcher intended to establish the challenges faced by pre-school teachers in regards to the administrators perspectives thus the right candidates who could provide the definite information were the head teachers. They were therefore requested to state some of the challenges they have experienced.

From the findings in the interview schedule the study established that unavailability of adequate resources in schools makes the pre-school teacher prefer regular changes of
school hoping to find better and well-endowed schools that will make their work easier.

The study also established that under performance due to lack of adequate training on classroom management and teaching of pre-school children makes them anticipate to go to other institutions where they are not strictly supervised as compared to their current working spaces thus less satisfied due to poor or no training. Also low wages are a key factor hindering retaining of pre-school teachers since most of them do not stay for long in their current schools when they get an opportunity to go to greener pastures.

4.5 Way Forward to Ensuring Pre-School Teachers Job Satisfaction

Given the various challenges faced by pre-school teachers resulting to job dissatisfaction instead of being motivated to work better and produce the best out of themselves the researcher intended to establish ways in which the challenges can be curbed, thus, the head teachers were requested to indicate measures which they propose can be put in place to ensure job satisfaction among pre-school teachers. The findings were as follows:

1. First, the head teachers suggested that preschool teachers’ salaries should be looked into and they should be rewarded according to their qualifications and levels of experience

2. Second, they suggested that pre-school teachers should get proper training on how to deal with early childhood education careers so that they may not be stressed by their jobs.
3. Third, it was also recommended that pre-school teachers’ maintain good relationships with the administration and their colleagues so as to make for themselves a good working environment where they relate well to everyone.

4. The head teachers also recommended that the school managers and owners should strive to improve the working environment of the teachers by providing adequate resource so that the teachers should not struggle very much when teaching the pre-school learners.

5. Also male teachers should be encouraged to improve on their training in dealing with pre-school children whereas female teacher should be encourage to be passionate about their jobs and work effectively, maintain punctuality and good performance.

6. Lastly in-service opportunities should be availed to all pre-school teachers without favouritism or discrimination so as to equip them well with knowledge of dealing with pre-school children. This can be through scholarships and other funding opportunities.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This section provides a summary of significant findings from the study. It gives conclusion to the findings and recommendations on the relationship between teacher factors and job satisfaction among pre-school teachers in Nyali constituency, Mombasa County. It also gives suggestions for further studies.

5.2. Summary of the Findings

The findings of the study were derived from the four key aspects as guided by the objectives of the study.

5.2.1 Pre-school Teachers’ Attitude and their Job Satisfaction

The first objective of this study focused on finding out the relationship between pre-school teacher’s attitude and their job satisfaction. Majority of the respondents enjoyed being pre-school teachers thus were satisfied with their job. With regard to teachers’ salary, preponderance of the respondents strongly disagreed that their pay as a pre-school teachers motivated them to perform better and were thus dissatisfied due to poor remuneration. Most of the respondents indicated that given another chance, they would still choose to be pre-school teachers thus indicative of job satisfaction. Majority of the respondents agreed that when they performed well as pre-school teachers and they were recognized and rewarded in their schools.

Most of them also agreed that they had good relations with children, parents, management and other teachers. This implied positive attitude and satisfaction with their job as preschool teachers. It demonstrated that there was a substantial association between positive teacher attitudes and job satisfaction. This was also backed up by
head teachers’ interviewed, whose results generally indicated that most preschool teachers’ attitudes were positive towards their job even though there were certain factors that demoralized them such as poor or delayed pay, limited resources as well as unfavourable learning conditions.

5.2.2. Pre-school Teachers’ Teaching Experience and their Job Satisfaction

In the second objective, the study intended to ascertain the relationship between pre-school teachers’ teaching experience and their job satisfaction. The findings established that majority of the head teachers had been in the teaching profession for a relatively long period thus had vast teaching experience. The findings also illustrated that majority of preschool teachers respondents had similarly worked for a period of 4-10 years. This implied that teachers’ experience was important aspects of motivation and job satisfaction because majority of them strongly agreed that their experience in teaching helped them identify better instructional strategies for use thus it translated into better performance. Most of them also strongly agreed that the management had promoted them based on their teaching experience thus it boosted their job satisfaction.

On salary, most teachers however strongly disagreed that their pay got better with their experience in teaching. This negative response indicated great job dissatisfaction with regards to salary. The respondents indicated that they engaged learners better because of their teaching experience. On average however, majority of the respondents agreed with the items presented thus indicated that there was a positive influence of their teaching experience on their satisfaction with their job as preschool teachers. These results affirmed the relationship between number of pre-school teachers’ who were satisfied with their job and their level of teaching experience. Therefore, higher level of teachers’ experience led to job satisfaction.
The head teachers’ interviews also showed that majority of pre-school teachers had high level of experience on their job. This gave them an advantage with regards to competence and performance as teachers. However, they also cited meagre and tardy pay, limited resources as well as inauspicious learning environment that made teachers feel dissatisfied with their job despite the high level of experience.

5.2.3. Pre-school Teachers’ Gender and their Job Satisfaction

The third objective of the study purposed to establish the relationship between pre-school teachers’ gender and their job satisfaction. The findings from teacher questionnaires indicated that majority of the preschool teacher respondents (67%) were female, and 33% of the respondents were male. From the head teachers’ interviews, the general findings similarly indicated that most preschool teachers were female. The head teachers attributed this to the fact that most men could hardly sustain their families with a job as preschool teachers because of the poor and inconsistent pay. It was also noted that most teachers were women and this was credited to the cultural upbringing whereby female were the basic caregivers.

Majority of the teachers strongly agreed that the pre-school teaching workload was manageable for them regardless of their gender. At the same time, most of the respondents disagreed that they were able to balance their pre-school teaching and their social gender roles. More female teachers found it difficult to balance teaching with other social responsibilities as compared to male teachers in the study thus more females were dissatisfied with their jobs compared to male with regards to this aspect.

Most respondents strongly agreed that they got less classroom stress from leaners behaviours particularly male teachers compared to their female counterparts and were
thus more satisfied with their job. Most of the teachers also agreed that they were often present and punctual for work with 48% (12) male and 60% (29) female teachers agreeing with the item thus reflecting job satisfaction.

The results however indicated that there was no major relationship between pre-school teachers’ gender and their job satisfaction. Therefore, whichever gender that the preschool teacher held, it did not affect their job satisfaction.

5.2.4. Pre-school Teachers’ Training and their Job Satisfaction

The last objective of the study aimed at establishing the relationship between pre-school teachers training and their job satisfaction. The findings established that majority of the teachers had prior training in Early Childhood Education. Most of the respondents had a certificate level of education a fact that reviewed literature revealed positively influences teachers’ competence and hence job satisfaction. From the head teachers’ interview, the general finding also indicated that most preschool teachers’ had some level of training in early childhood education and the few that did not were enrolled for the in-service training programs.

Further, most of the teacher respondents strongly agreed that they were competent in the implementation of the pre-school curriculum because of their training which made them happy and satisfied with their job. On opportunities for in-service training for pre-school teachers, most of the respondents strongly disagreed that they were available. This implied dissatisfaction. With regard to the fact that methods of teaching learned during training were relevant in the classroom, majority of the respondents strongly agreed that it was true, consequently it reflected job satisfaction. On the fact that training influenced teacher-child interactions, most of the respondents strongly agreed thus it implies they were satisfied with their job. All of the
respondents also strongly agreed that they created a conducive learning environment for children based on their training therefore satisfied with their job.

The results similarly indicated that there was a relationship between the number of preschool teachers who were satisfied with their job and their level of training. This implies that higher level of teachers’ training led to job satisfaction.

5.3. Conclusion

In conclusion with regards to the findings of the study, it was established that teachers’ attitude greatly influenced their job satisfaction. Where the teacher was not content with his or her working environment in terms of resources, relations with other teachers as well as the administration and the salary that they earned; their attitude toward the working space was generally negative. There was also a high chance of them transferring to another school or even leaving the job due to dissatisfaction.

Secondly, the level of experience of the pre-school teacher plays a great role in influencing their job satisfaction. Teachers who have served for a vast number of years seemed to be content with their jobs as compared to teachers who had not taught for a significant amount of time. There were generally more female teachers than males although gender of the teacher did not matter greatly when it came to job satisfaction. The study found that female teachers were more satisfied compared to male teachers though to an inconsequential level.

Lastly training was established as a key factor in pre-school teacher job satisfaction. It was found that the trained teachers remained in their jobs longer than untrained ones and were more productive and satisfied with their work. Head teachers suggested that
more training and increment of salaries should be prioritized so as to increase the state of teacher satisfaction with their jobs.

5.4. Recommendations

Based on the findings of this study, the following recommendations are advanced:

1. School management should provide adequate instructional materials to enhance teacher job satisfaction, as well as learning. This may ensure a conducive work environment thus positive attitude towards the job by the preschool teachers.

2. Head teachers should make an effort to ensure that their relationships with teachers are cordial to promote teacher job satisfaction.

3. Pre-school teachers should be trained before being assigned a class since some teachers lacked training or had low levels of profession training yet training influenced competence and job satisfaction.

4. Society should be sensitized on the values of teaching in contributing to the transformation of lives and societies through ensuring adequate remuneration of teachers thus promote a positive attitude among teachers towards teaching and which will ultimately translate their job satisfaction.

5. In-service training could also include a motivational component to ensure that teachers’ understand the value of the teaching profession to society. This could increase the job satisfaction amongst those currently in the teaching profession.

5.5. Recommendations for Further Research

This study investigated the relationship between teachers’ factors and job satisfaction among pre-school teachers in Nyali constituency, Mombasa County. For further research in line with this study the researcher recommends;
1. A similar study could be conducted in other parts of the country so as to compare various factors that affect pre-school teacher’s job satisfactions and come up with a concrete solution to help in curbing job dissatisfaction in preschool teachers in Kenya.

2. A study could also be conducted with regard to teachers’ job satisfaction with their profession in relation to parental involvement and support.

3. Studies can be done regarding the different factors affecting the preschool teachers’ satisfaction with the profession (age, gender, length of service and their institution of training among others) in different cities for comparison.

4. A study could similarly be done on the effect of the preschool teachers’ job satisfaction on children’s performance in learning.
REFERENCES


www.simplypsychology.org/maslow
QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

You are requested to give a truthful response to the following aspects. Do no write your names in order for the forms to remain anonymous.

SECTION A: DEMOGRAPHIC INFORMATION

Please provide your answer by putting a tick in the box.

1. Indicate your gender

   Male [ ]

   Female [ ]

2. Mark your age bracket:

   18-25 [ ]
   26-35 [ ]
   36-45 [ ]
   46-55 [ ]
   56 years and above [ ]

3. Tick your marital status

   Married [ ]

   Unmarried/single [ ]

   Divorced/separated [ ]
4. What is your highest academic qualification?

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Tick where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary certificate</td>
<td>[ ]</td>
</tr>
<tr>
<td>Secondary school</td>
<td>[ ]</td>
</tr>
<tr>
<td>High school (form 5 and 6)</td>
<td>[ ]</td>
</tr>
<tr>
<td>Others</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

5. Are you trained in ECD?   Yes [ ] No [ ]

6. What is your highest professional training level?

<table>
<thead>
<tr>
<th>ECDE Training Level</th>
<th>Tick where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in ECD</td>
<td>[ ]</td>
</tr>
<tr>
<td>Diploma in ECD</td>
<td>[ ]</td>
</tr>
<tr>
<td>Bachelors in ECD</td>
<td>[ ]</td>
</tr>
<tr>
<td>Postgraduate Diploma in ECD</td>
<td>[ ]</td>
</tr>
<tr>
<td>Masters in ECD</td>
<td>[ ]</td>
</tr>
<tr>
<td>Doctoral degree in ECD</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other(specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Please indicate the number of years of experience in teaching you have as an ECD teacher.

<table>
<thead>
<tr>
<th>Below 1 year</th>
<th>1-3 years</th>
<th>3-5 years</th>
<th>5-10 years</th>
<th>10-20 years</th>
<th>above 20 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
SECTION B: TEACHER FACTORS INFLUENCING JOB SATISFACTION

In this section, you are required to read carefully and choose by picking the option that best suits you by using the key below to determine your answer.

Kindly mark on the Likert scale below the degree to which you agree with the statements given below.

There is no wrong or right answer to these items. Kindly do not indicate responses between choices.

SA-Strongly Agree A-Agree
D-Disagree SD-Strongly Disagree

PART 1. ATTITUDINAL FACTORS

<table>
<thead>
<tr>
<th>Q7</th>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I enjoy being a pre-school teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>The salary I get as a pre-school teacher motivates me to perform better</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Given another chance, I will still choose to be a pre-school teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>When I perform well as a pre-school teacher, I am recognized and rewarded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>I have good relations with children, parents, management and other teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART 2. EXPERIENTIAL FACTORS

<table>
<thead>
<tr>
<th>Q8</th>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>My experience in teaching makes me use better instructional strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>I have been promoted by the management based on my teaching experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>The salary I am paid gets better with my experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### My classroom management skills get better with experience

<table>
<thead>
<tr>
<th>Q</th>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I engage learners better because of my teaching experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PART 3. GENDER FACTORS

<table>
<thead>
<tr>
<th>Q9</th>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Pre-school teaching workload is manageable for me as a male/ female teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>I easily balance teaching and social gender roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>I get less classroom stress from student behaviours as a male/ female teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>I manage the classroom well as a male/ female teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>I am often present and punctual for work as a male/ female teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PART 4 TRAINING FACTORS

<table>
<thead>
<tr>
<th>Q10</th>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I am competent in the pre-school curriculum because of my training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>There are opportunities for in-service training for pre-school teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Methods of teaching learned during training are relevant in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>My training influences my teacher-child interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>I create a conducive learning environment for children based on my training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 1 B

HEADTEACHERS’ ORAL INTERVIEW SCHEDULE

How long have you been in the teaching profession?
.................................................................................................................................

For approximately how long have you been a head teacher?
...........................................................................................................................................

What is the number of preschool learners and teachers in your school?
...............................................................................................................................................

In what way does the teacher’s gender relate to their punctuality, performance, and attendance?
.............................................................................................................................................
.............................................................................................................................................
.............................................................................................................................................

What similarities or differences exist between the performance of highly and less experienced pre-school teachers?
.............................................................................................................................................
.............................................................................................................................................
.............................................................................................................................................

What similarities or differences exist between the performance of highly and less trained pre-school teachers?
.............................................................................................................................................
.............................................................................................................................................

In your opinion, what are some of the factors that contribute to pre-school teachers’ job satisfaction in your school?
Which challenges do you face with regards to the pre-school teachers who may be dissatisfied with their work as their administrator?

What are some of the measures you take to ensure that pre-school teachers, who may be dissatisfied with their work, perform well?

is the way forward in ensuring pre-school teacher are satisfied with their job?
Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR VIVIAN KAVUYENZI JUMBA – REG. NO. E55/OI/21890/2010**

I write to introduce Ms. Vivian Kavuyenzi Jumba who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Ms. Jumba intends to conduct research for a M.Ed Project Proposal entitled, “Relationship Between Teacher Factors and Job Satisfaction among Pre-School Teachers in Nyali Constituency, Mombasa County”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

Kenyatta University
Graduate School
E-mail: dean-graduate@kau.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref. E55/OI/21890/2010

DATE: 28th June, 2016
Internal Memo

FROM: Dean, Graduate School
TO: Vivian Kavuyezi Jumba
     C/o Early Childhood Studies Dept.
     Kenyatta University

DATE: 28th June, 2016
REF: ESS/OI/21890/2010

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting on 8th June, 2016 approved your Research Project Proposal for the M.Ed Degree Entitled, “Relationship between Teacher Factors and Job Satisfaction among Pre-School Teachers in Nyali Constituency, Mombasa County”.

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.

ANN NGURU
FOR DEAN, GRADUATE SCHOOL

cc: Chairman, Early Childhood Studies Department.

Supervisors:

1. Dr. Juliet W. Mago
   Department of Early Childhood Studies
   Kenyatta University

2. Prof. Richard Zigler
   Department of Education Psychology and Special Needs Education
   Pyrani University
   C/o Department of Early Childhood Studies
   Kenyatta University

An/rvs
APPENDIX 3: NACOSTI RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2220411,
2243498, 2243500
Fax: +254-20-2243520
Email: dp@nacost.go.ke
Website: www.nacost.go.ke

Ref: NACOST/I/16/6460/14930

6th December, 2016

Vivian Kavuyenzi Jumba
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
“Relationship between teacher factors and job satisfaction among pre-
school teachers in Nyali Constituency, Mombasa County,” I am pleased to
inform you that you have been authorized to undertake research in Mombasa
County for the period ending 5th December, 2017.

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

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

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

Copy to:

The County Commissioner
Mombasa County.

The County Director of Education
Mombasa County.
THIS IS TO CERTIFY THAT:

MS. VIVIAN KAVUENZI JUMBA

of KENYATTA UNIVERSITY, 43844-100 NAIROBI, has been permitted to conduct research in Mombasa County on the topic: RELATIONSHIP BETWEEN TEACHER FACTORS AND JOB SATISFACTION AMONG PRE-SCHOOL TEACHERS IN NYALI CONSTITUENCY.

For the period ending:

3rd December, 2017

[Signature]

Applicant's Signature

[Signature]

Director General
National Commission for Science, Technology & Innovation

Permit No. NACOSTI/P/16/55480/14930

Date Of Issue: 6th December, 2016

Fee Received Ksh. 1000/-
CONDITIONS

1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do so
may lead to the cancellation of your permit.
2. Government officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Exploration, mining and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit without notice.

RESEARCH CLEARANCE
PERMIT

National Commission for Science, Technology and Innovation

Serial No. A

90