

**JOB ENVIRONMENT AND SATISFACTION AMONG PRE-SCHOOL
TEACHERS
IN KISII COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
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DECLARATION

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

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DEDICATION

To my husband Stephen Angwenyi and our children Andrew-Young, Catherine, Victor, and Vincent.

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ABBREVIATIONS AND ACRONYMS

CICECE:	City Centre for Early Childhood Education
DEO:	District Education Officer
DICECE:	District Centre for Early Childhood Education
ECD:	Early Childhood Development
ECDE:	Early Childhood Development and Education
ECE:	Early Childhood Education
FBO:	Faith Based Organization
FPE:	Free Primary Education
GoK:	Government of Kenya
MOE:	Ministry of Education
MoEST:	Ministry of Education Science and Technology
NACECE:	National Centre for Early Childhood Education
NGOs:	Non-Governmental Organisations
PPE:	Pre-Primary Education
T/L:	Teaching-Learning Materials
UNICEF:	United Nations International Children Educational Fund
WCEFA:	World Conference on Education for All

ABSTRACT

Job satisfaction among pre-school teachers plays a key role on how they perform their functions in child development and initiation of early education. Studies have shown that most Early Childhood Development centres in Kenya lack basic infrastructural and enabling environments that would promote job satisfaction among pre-school teachers. The purpose of this study was to explore the job environments and to determine the levels of job satisfaction among different groups of pre-school teachers working in Kisii County, Kenya. A descriptive survey design was used to carry out the study. A sample size of 72 respondents was randomly selected, representing 20% of all pre-primary teachers working in the study area. Raw data were collected using a structured questionnaire and an observation checklist. The data were then organized for analysis using the Statistical Package for Social Sciences. The results were summarized and presented using tables. The study found that 87.05% of respondents were women and that 61.1% of them worked in rural locations. A large proportion of respondents were not satisfied with their basic salary (61.1%), allowances (77.8%), benefits other than money (55.6%), promotion criteria (51.5%) and gender balance (52.8%). On gender differences in job satisfaction among pre-school teachers, only two of the twenty study variables were found to be statistically significant, namely; the teaching profession (Phi and Cramer's values = 0.227, p-value = 0.05) and employer's support to pre-school teachers' welfare (Phi and Cramer's values = 0.284, p-value = 0.055). Regarding the differences in job satisfaction among pre-school teachers working in rural and urban ECD centres, again, only two variables were found to be statistically significant, namely; employers welfare support (Phi and Cramer's values = 0.292, p-value = 0.026) and salary (Phi and Cramer's values = 0.359, p-value = 0.010). None of the twenty study variables was found to be statistically significant in the difference in job satisfaction among pre-school teachers working in public and private ECD centres. To improve pre-school teachers' job satisfaction, it was recommended that the sponsors of ECD centres should address the existing gender gap among pre-school teachers, put up standard classrooms, avail recommended teaching-learning materials, adopt appropriate information technology, and address remuneration, terms of service and motivation. As a county and national government policy, the study proposed affirmative action to encourage and motivate men to take up pre-school teaching and also set minimum standards to be used in regulating infrastructural and material development, remuneration, terms of service and motivation. For further research, a study on the factors influencing dominance of women among pre-school teachers using in-depth methods was suggested.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Job satisfaction among pre-school teachers plays a key role on how they perform their functions in child development and initiation of early education. Studies have shown that most Early Childhood Development centres lack basic infrastructural and enabling environments that would promote job satisfaction among pre-school teachers. At the World Conference on Education for All that took place in Jomtien, Thailand, in 1990, it was declared that learning starts at birth. By 2005, a number of African countries had initiated early childhood development and education programmes where Kenya's performance was ranked fourth in Africa. Only Mauritius, Namibia and Ghana had a higher proportion of children receiving early childhood development and education services (GoK, 2006). The county's entire early childhood development and education programme is placed under the auspices of the education sector. According to the Early Childhood Care and Development Policy Review document (UNESCO, 2005), Kenya achieved more in Early Childhood Development (ECD) provision than most Sub-African countries with similar levels of economic development, even before the adoption of an expanded vision of ECD in 2005 which laid emphasis on a holistic development of a child. In this case, holistic child development approach factors include the elements of cognitive, social, emotional and physical aspects of the child right from birth.

Kenya had no clear government policy framework to govern the expansion of early childhood education until 1980 when the National Centre for Early Childhood Education (NACECE) was set up to give guidance as well as coordinate Early Childhood Development and Education (ECDE) activities in Kenya. Later, the District Centres for Early Childhood Education (DICECEs) and the City Centre for Early Childhood Education (CICECE) covering a number of districts were created. Under the World Bank supported project of 1997-2004, there was an opportunity for the Kenya government to expand the ECD vision, focusing on teacher training and community capacity building for service delivery (UNESCO, 2005). The project stressed the importance of meeting the child's health, nutritional and learning needs. It also emphasized the principle of the child's holistic development as opposed to pre-school education. The other aspect of this project was the linkage and extension of the ECD age group from five or less up to eight years. It should be noted that under the Presidential Circular number one of 1980, the Government of Kenya transferred the pre-school education programme from the then Ministry of Culture and Social Services to the Ministry of Education (GoK, 2006). This shift in government policy placed the management of the ECD centres under the mainstream primary education in the Ministry of Education; it has been recognized as such since then. In 2005, the National Early Childhood Development Policy Framework (GoK, 2006) was developed to act as the basic reference document for key sectors involved in the provision of services for children in Kenya. It formed a springboard from which other sector policies would be strengthened, developed or reviewed, particularly in areas of health, education, environment and social services.

Over the years, the Ministry of Education, through the Community Support Grants (CSG) has been supplementing community efforts in financing ECD activities like teachers' salary top-up, infrastructure improvement, sanitation and provision of teaching/learning materials at ECD Centres. In 2011, under the Permanent Secretary Circular number MOE/GEN/G176/4 (Ministry of Education, 2011), it was decided that CSG allocation be used as salary top-up for just 10 pre-school teachers in each of the 210 constituencies of Kenya. In 2012, the allocation was used to purchase instructional materials and salary top-up for the selected centres and teachers. Through the CSG, the government of Kenya has probably improved the work environment and job satisfaction among pre-school teachers to a certain level. However, whether the improvement is significant across the board is a matter of investigation. Like the UNESCO (2005) evaluation revealed, it is possible that employers, public or private, still peg salary payment on the amount collected from fees, not on the teacher's training background, experience or capability. In the same vein, it is worth noting that CSG did not address the influence of gender factors and also the implications on the ECD centres that did not benefit from the grant.

Of great concern was the failure of government to address the critical aspects of job satisfaction more than five years after the launch of the ECD Policy Framework, for instance, by posting pre-school teachers to every public primary school as proposed in the policy (GoK, 2006). Job satisfaction is so critical to any employee that it would motivate him or her to stay and productively work for the employer until retirement or not. Disregarding it

could confront the employer with the cost of high teaching staff turnover. It was, therefore, important to study the job environment and job satisfaction among pre-school teachers in view of the fact that most studies in Kisii County have not dwelt on this area.

1.2 Statement of the Problem

Despite the government's efforts to improve the quality of early childhood development and education, most pre-school teachers in Kenya continue to work under "hygienic job environment" such as sub-standard infrastructure and heavy workload. Besides, studies have shown that a significant proportion of Early Childhood Development centres in the country lack the ideal teaching and learning materials that would promote job satisfaction among pre-school teachers (Ndani & Kimani, 2010). For instance, reports on Early Childhood Education in Kisii County indicated that classroom walls in many Early Childhood Development centres were built using non-permanent materials such as clay or corrugated iron sheets (Ministry of Education, 2011). Such hygienic or extrinsic factors within the job environment are likely to influence job satisfaction among teachers, leading to frequent changes of work stations and engagement in some other economic activities besides teaching. The differences in job satisfaction among pre-school teachers working in rural or urban locations and among those working in public or private Early Childhood Development centres is a matter of research. No study has particularly dwelt on the differences in job satisfaction among various groups of pre-school teachers in Kisii County. Not even after ten years since the Early Childhood Development Policy Framework provided for such studies (UNESCO, 2005).

1.3.1 Purpose of the Study

The purpose of this study was to explore the job environment and to determine the differences in job satisfaction among selected groups of pre-school teachers working in Kisii County, Kenya.

1.3.2 Study Objectives

The specific objectives of this study were to:

- i. Explore the standard of job environment among ECD centres in Kisii County.
- ii. Find out the level of job satisfaction among pre-school teachers in Kisii County.
- iii. Determine gender differences in job satisfaction among pre-school teachers in Kisii County.
- iv. Determine job satisfaction among pre-school teachers working in public and private ECD centres in Kisii County.
- v. Determine job satisfaction among pre-school teachers working in rural and urban locations in Kisii County.

1.4 Research Hypotheses

The study stated the following null hypotheses in reference to Kisii County:

Ho 1: There is a standard job environment in the Early Childhood and Development centres.

Ho 2: The level of job satisfaction among pre-school teachers is very high.

Ho 3: There is no significant gender difference in job satisfaction among pre-school teachers.

Ho 4: There is no significant differences in job satisfaction among pre-school teachers working in public and private ECD centres.

Ho 5: There is no significant difference in job satisfaction among pre-school teachers working in rural and urban locations.

1.5 Significance of the Study

The findings of this study will assist stakeholders in Early Childhood Development and Education to better understand the standards of job environment and levels of job satisfaction among pre-school teachers working in Kisii County. They will then make informed decisions on the pre-school teaching environment and ultimately raise job satisfaction among pre-school teachers. The study would also enrich existing studies with new knowledge on job environment and satisfaction among pre-school teachers not only in Kisii County but also in other counties in Kenya. For instance, the sponsors of ECD centres may use the study findings to know which group of pre-school teachers needs what satisfiers for effective childcare and education. It was the researcher's hope that the study findings and recommendations could assist the regulating authorities to standardize the infrastructural and material development in ECD centres. In turn, this would not only increase the level of job satisfaction among pre-school teachers but also improve the quality of care and teaching of young children in Kenya.

1.6.1 Delimitations

The study was carried out within the administrative boundaries of Nyaribari Chache and Kitutu Chache South Sub-Counties of Kisii County, Kenya. These sub-counties were formally called Kisii Central District. There are a number of urban ECD centres in Kisii Town, some located in Nyaribari Chache and others in Kitutu Chache South Sub-Counties.

1.6.2 Limitations

The allocated time and logistical materials were not adequate to carry out a study with a larger sample and wider area of study. So, the study was limited to only two sub-counties and a modest sample size. The responses on job satisfaction were essentially subjective, totally based on individual respondent's perception of the variables under study.

1.7 Assumptions of the Study

The main assumption was that the sample characteristics reflected those of the target population. It was also assumed that the managers of the ECD centres allowed the study assistants to collect data without any conditions and that the respondents willingly accepted and honestly answered questions as asked. The study further assumed that the respondents read and understood the questionnaires in the same way and that the logistical obstacles were negligible.

1.8 Theoretical Framework

This study was guided by Herzberg's Two-factor Theory which focuses on satisfaction and dissatisfaction factors at the workplace. It states that factors such as the job itself, achievement, recognition, responsibility, advancement and growth can provide motivation and satisfaction. These are the intrinsic or satisfying factors which when present motivate workers. On the other hand, the hygienic factors will lead to demotivation and dissatisfaction. These factors include company policy, administrative processes, supervision, working conditions, salary, relationship with peers and job security. These factors are external and are sometimes referred to as environmental or extrinsic factors. When there is no problem in both internal and external

factors, workers become motivated and satisfied. Herzberg (1959) and his co-workers as cited in Rodgers and Chapman (1990) argued that the opposite of job satisfaction is not job dissatisfaction, but no satisfaction.

According to this theory, for example, achievement and responsibility lead to job satisfaction, but do not produce dissatisfaction when lacking. Specific hygienic factors affecting pre-school teachers in Kenya have been identified. They include low salary, sub-standard classrooms, heavy workload and inadequate teaching-learning materials (Ndani & Kimani, 2010; Waithaka, 2003; Makoti, 2005). However, the researcher attempted to link them to job satisfaction among different groups of pre-school teachers. Both the hygienic (extrinsic) and intrinsic factors were used to explore the job environment and in determining levels of job satisfaction among pre-school teachers in Kisii County. Herzberg's theory continues to thrive because it is easy to understand and apply. It was relevant in this study because its use in studying pre-school teachers in relation to their job environment and levels of job satisfaction would reveal unknown information for management and policy decisions. Improved job environment and satisfaction levels would then lead to high performance among teachers. Herzberg's theory served as a guide in the identification of the study variables having hypothesized that there were no significant differences among the different groups of pre-school teachers in Kisii County.

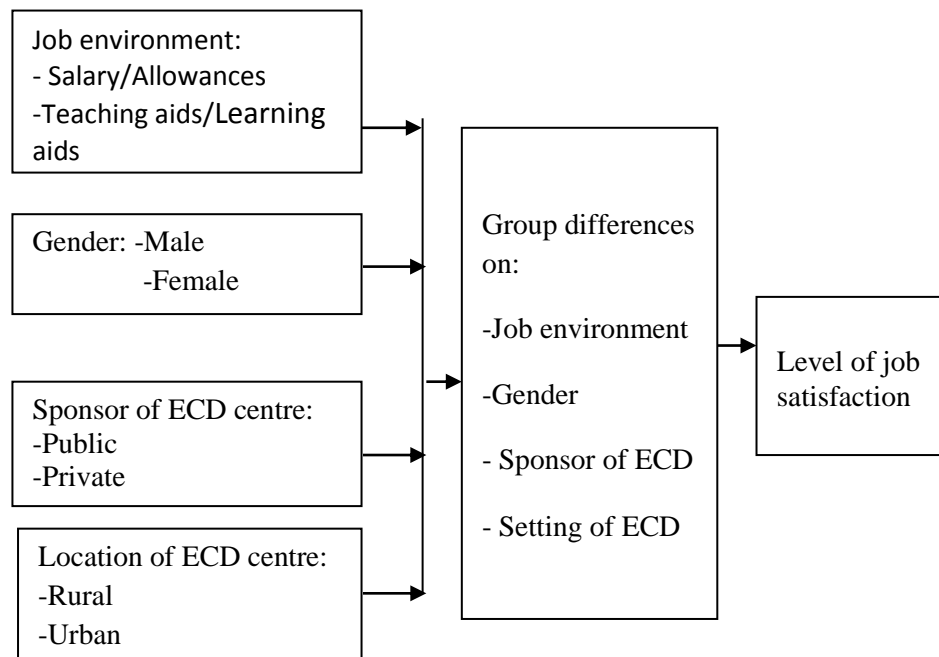
1.9 Conceptual Framework

Figure 1.1 shows the linkage between the dependent and independent variables of the study. The study was based on descriptive theories of job

satisfaction which seek to compare the level of pre-school teachers' job satisfaction with various categories of independent variables. In this study, the independent variables were the pre-school teacher's gender as well as their job environment, sponsor and location of the ECD centre. The dependent variable was the pre-school teachers' level of job satisfaction.

Figure 1.1: Conceptual Framework

Independent Variables



1.10 Operational Definition of Terms

Early Childhood Development Centre refers to any institution that offers holistic care of children before formal primary education.

Gender refers to the state of being either male or female and the socio-cultural roles and responsibilities assigned to either of them.

Job Dissatisfiers are hygienic factors which demotivate or dissatisfy workers. They are external or extrinsic or environmental, for instance policy, working conditions and salary.

Job Environment refers to the conditions under which teaching was conducted. They included infrastructure in the ECD centre, teaching/learning materials and terms of work.

Job Satisfaction refers to a positive or negative evaluative judgment that one makes about his or her job or the extent to which one feels good about the job; the feelings or state of mind on the nature of his or her work.

Job Satisfiers are the internal or intrinsic factors which when present satisfy or motivate workers, for instance training, profession and responsibility.

Learning Material refers to any material used by a child to supplement a teacher's instruction or stimulate interest.

Location of ECD Centre refers to whether the centre is located in a rural or urban area.

Pre-school Teacher is a person trained to offer holistic care services to pre-school children.

Private ECD Centre is an ECD centre that is not sponsored by the government or community; it is usually owned by individual whose main aim is to make profit out of it.

Public ECD Centre is an ECD centre that is sponsored by the government, mission or other non-profit making institution.

Rural ECD Centre is any ECD centre located outside the administrative boundaries of Kisii Town.

Sponsor of ECD Centre refers to whether the ECD centre is supported by either government/community or individual/faith based organization.

Teaching Material refers to any material used by pre-school teachers to supplement instruction or to stimulate the interest of a child.

Urban ECD Centre is any ECD centre located within the boundaries of Kisii Town.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Researchers have identified a number of factors influencing job satisfaction among workers in various organizations. While some tend to be universal, many others vary from one location and profession to another. This chapter reviews literature related to the job environment and satisfaction among pre-school teachers. The chapter specifically focuses on the concept of job satisfaction and its linkage to pre-school teachers' job environment, gender, sponsor and location of ECD centres.

2.2 Pre-School Teachers Job Environment

Bowen and Radhakrishna (1991) used Herzberg's theory to determine the role of motivator and hygienic factors in job satisfaction among academics from agricultural education institutions in India. Regarding the motivator factors, they found that the academics were most satisfied with the work itself and least satisfied with available opportunities for academic advancement. With regard to hygienic factors, academics were most satisfied with interpersonal relationships inherent in being a faculty member and least satisfied with the level and method used to determine their salary. The researchers found that the job satisfaction of the faculty was independent of the respondents' age, being tenured or not, type of institution and years of teaching experience. The role of equally important factors like teaching-learning materials and standard of infrastructure in job satisfaction were not considered.

Money acts as a symbol in different ways for different people and for the same person at different times. Money in the form of salary or incentives has, for instance, been identified as a major factor in influencing job satisfaction. According to Dessler (2003), salary was found to be a dominant factor in the choice of an employer for the affluent worker, and considerations of salary seemed most powerful in binding people to their present job. In a study on improving staff retention, the Institute of Development Studies (IDS, 2000) found that fair and equitable pay systems greatly contributed to job satisfaction. Among Information Technology Workers in Academic Libraries in the United States of America, it was found that besides other factors, salary was one of the leading job satisfiers (Lim 2008). Chimanikire et al (2007) found that a greater proportion of academic staff among academic professionals in tertiary institutions in Zimbabwe were unlikely to be satisfied with their jobs. Dissatisfaction emanated mainly from inadequate salaries and allowances, inaccessible loans to facilitate purchase of houses and cars as well as increasing volume of work.

Poor interpersonal relationships is one of the hygienic factors that could influence job satisfaction since pre-school teachers work directly under a manager or headteacher. Rodgers-Jenkinson and Chapman (1990) found that if the relationship between pre-school teachers and the managers was not that of cooperation but directives, it caused dissatisfaction with the job. On the other hand, if a manager was cooperative, democratic and friendly, pre-school teachers would feel free to perform most tasks assigned to them. In his study among early childhood educators and their perceptions of the current daycare

system within Nova Scotia in the USA, Beck-Chisholm (2007) found more hygienic factors affecting job satisfaction, namely; work place conditions, policy and societal recognition. However, he notes that policy did not operate in isolation but instead interacted with and impacted on other factors. He recommended that the daycare centre management had something to gain from the employee's high performance and something to lose from low performance in order to have high productivity.

The extent to which management experiences elementary teachers related to job satisfaction and the intention to remain in the teaching profession was studied in Jamaica (Rodgers-Jenkinson and Chapman, 1990). It was found that hygienic factors like strict supervisory managers not only caused job dissatisfaction but also high turnover of teachers. However, a similar study among the academic group of Zimbabwe's technical workers found that job satisfaction was not significantly affected by policies, inter-personal relationships and supervision (Chimanikire et al, 2007). In the USA, pre-school teachers were dissatisfied with their work (an intrinsic factor) because of their terms of service (Brown, 1984). Oshaghbemi (2000) argues that the terms and conditions of service provide a clear structure that is intended to attract, motivate and facilitate retention of personnel in the service.

Part of this study was to determine the significance of differences in job satisfaction in view of the hygienic factors like teaching-learning materials and the standards of infrastructure existing in ECD centres. One study in Kenya (Kivuva, 1996) found that while there were frequent delays in paying pre-

school teachers their salaries, the actual salaries were inadequate, notwithstanding the presence of intrinsic factors (job satisfiers) like sick leave, vacation time and staff development opportunities. This was in agreement with Ndani and Kimani (2007) who found that job environment (hygiene) factors like bad physical working conditions, heavy workload and bad terms of service demotivated ECD teachers.

Besides salary, the findings of the Education Commission of Inquiry (GoK, 1999) indicated that the Early Childhood Development Education (ECDE) facilities and equipment greatly varied in terms of quality and quantity. In case of inadequate quality and quantity, the commission attributed it to low level of community awareness on the needs of pre-school education and scarcity of community resources. Job environments like grass-thatched classrooms, dusty floors or under a tree 'classroom' were potential aspects of job dissatisfaction in rural areas.

Ngaroga (1985) found that besides the method of promotion, inadequate teaching materials and housing were critical dissatisfiers among pre-school teachers in the then Thika District, Kenya. Taken as representing job environments in rural areas, this finding was an indicator that many ECD centres in Kenya were characterized by inadequacies in basic facilities such as classrooms, furniture, playgrounds, toilets and even safe drinking water. Besides, where applicable, the job environment was better in primary classes than the adjoined pre-primary classes (MoEST, 2002). In a study on factors influencing early childhood development teachers' motivation in the then Thika District in Kenya, Ndani and Kimani (2007) found that substandard physical environment demotivated pre-school teachers. The existing standards

of infrastructural environment among ECD centres in Kisii County was one of the objectives of this study.

2.3 Job Satisfaction

Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences. Hackman and Oldham (1975) define it as one's affective reactions to his or her job. Both definitions are essentially the same, indicating that job satisfaction is one's emotional reaction to one's job. Job satisfaction has also been described as inconsistent treatments of one's affection and attitude. Like in Lilies and Judge (2004), Schleicher and Watt (2004) purport that job satisfaction is also an attitudinal concept reflecting one's evaluation about one's job as well as an emotional reaction to it.

According to Weiss (2002), affection and attitude do not mean the same thing. He argues that the constructs of an evaluative judgment regarding jobs, affective experiences at work and beliefs about jobs need to be distinguished. To him, job satisfaction is not an affective reaction, but rather is an attitude that is an evaluative judgment involving objects. Based on these arguments, job satisfaction could then be seen as a positive or negative evaluative judgment that one makes about his or her job situation.

Rodgers and Chapman (1990) argue that individuals derive satisfaction through recognition, assignment of responsibilities, achievements, advancement and the work itself. These attributes are considered as

motivators. Herzberg (1957), cited in Forsyth (2006), argues that it is wrong for institutions and organizations to feel that giving high pay is enough. Job satisfaction is also derived from the type of healthcare facilities, good management and flexible working hours. Lease (1998) views job satisfaction as the degree of an employee's affective orientation towards the work placement in the organization. It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job; the feelings or state of mind on the nature of his or her work. Job satisfaction can also be described as the feeling of content by workers about the job. It occurs when attributes of the job comply with the demands of the worker and the worker is pleased with his job. According to Forsyth, the source of job satisfaction is not only the job; it is also derived from the working environment, supervision style, interpersonal relationships, and organizational culture.

Malach and Leiter (1999) argue that satisfied teachers are expected to hold on to their jobs longer, to be able to engage in a more responsive, positive and consistent interaction with children, and to influence their performance positively. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnover rate, intention to quit and finally employees' wellbeing (Republic of Kenya and United Nations, 2003). Goetting (2004) provides operational definitions of job satisfaction. Their measures included overall satisfaction about the job, one's self-motivation in doing the job, one's specific satisfaction about job security, compensation for overwork and relationship with peers, co-workers and

supervisors. Job satisfaction could also be measured in view of one's rank, remuneration and fringe benefits. With these measures in mind, this study endeavored to determine the level of job satisfaction among pre-school teachers working in Kisii County.

2.4 Gender Differences in Job Satisfaction

Gender stereotypes are socio-cultural attitudes and behaviours. Cameron (2000) expounds that gender is not merely a biological divide but what he calls a 'social construct' as well. It is culturally created by the engagement in communication of those involved. This could mean that gender factors among pre-school teachers may influence job satisfaction. In most African communities, child care is culturally the domain of women. Women are expected to perform 'lower cadre jobs' like direct child care as a 'social construct' or order. This could, therefore, mean that a male pre-school teacher was perceived to take a woman's function. Perhaps it was out of that reason that Cameron (2000) found that men tended to join pre-school teaching as an afterthought. And even so, men preferred teaching older children with a bias towards boys and subjects like mathematics that were assumed to be generally 'hard' for women.

Elsewhere, Lortie (2002) agrees that men entered pre-school teaching later in life than women with a rider that most of them quickly fought their way to managerial positions for personal satisfaction. An old study (Mason, 1961) found that of the men pre-school teachers studied, 75% planned to leave the classroom, 51% of them hoped to go into higher position in education and

20% wanted to go outside the education field. Of interest was the fact that better remuneration was the main reason attributed to men's apparent dissatisfaction with pre-school teaching. However, more recent studies have shown varied results concerning gender and job satisfaction. Bowen *et al* (1994) found no difference in job satisfaction among education workers. Kuo and Chen (2004), Mutie (1993) and Mumo (2000) also found similar findings in job satisfaction among pre-school teachers. Equally, in their study on job satisfaction and attitudes towards education, Akhter and Bhat (2013) found that among primary school teachers in Anantnag, India, there was no statistical difference in job satisfaction between men and women. In earlier studies, Herzberg *et al* (1957) argues that there are no simple conclusions about the differences between men and women in job satisfaction. They note that while some studies indicate that men were more satisfied with their jobs than women, in others women are more satisfied than men. Beus (1993) found that accompanied responsibility increases job satisfaction more among women than men.

A more recent study in Kenya, Mukuna and Mutsotso, (2011) found that men were increasingly getting interested in pre-school teaching but to perform administrative duties, not necessarily to teach. This was attributed to cultural practices being a determinant of feminization of pre-school teaching as a profession. However, the study found that there was an emerging trend of men training as professionals in Early Childhood Development Education. But the gender difference in job satisfaction among pre-school teachers does not come

out strongly in these studies. Whether there was a difference in job satisfaction among pre-school teachers in Kisii County is a specific objective of this study.

2.5 Job Satisfaction Among Public and Private Pre-school Teachers

Gachie (2003) found that ECD centres in Kenya are mainly sponsored by religious bodies, welfare organizations, parents and communities through self-help projects, local authorities, private individuals and Non Governmental Organizations (NGOs). GoK (1999) classifies ECD centres in Kenya as informally run by communities, primary schools, NGOs and religious organizations with a rider of serious implications to the quality of care and education offered in most of them. Gakuru (1992) found that enrolment in ECD centres is influenced by the socio-economic status of parents whereby the rich parents are able to take their children to high cost private ECD centres which are endowed with better facilities. On the other hand, the poor parents take their children to badly equipped ECD centres, usually sponsored by the community. In her study, Waithaka (2003) found that the level of a teacher's job satisfaction depends on whether the sponsor of ECD centre provided a favourable learning and management atmosphere, and also on whether salary is paid on time. Makoti (2003) found that working in a private ECD centre is a significant source of motivation among pre-school teachers.

It appears that most of these studies focused more on the factors influencing job satisfaction among pre-school teachers. However, the interest of this study was to determine the difference in job satisfaction among pre-school teachers working in ECD centres that were sponsored by either private or public coffers, specifically in Kisii County.

2.6 Job Satisfaction Among Rural and Urban Pre-school Teachers

Pricewaterhouse Coopers (2000) argues that physical environment is incapable of disabling education by lowering a teacher's motivation and morale as opposed to the capacity of a teacher to excel in teaching. One can argue that open-space environment in itself does not have a universal effect. The essential element of raising a teacher's motivation is in combining the school's educational philosophy with its physical layout, not merely the layout on its own. Another study found that there are disparities in the provision of ECD services between different geographical locations, and between affluent and poor households in Kenya (Gachie, 2003). Geographical variations have the potential to generate different levels of job satisfaction among teachers (GoK, 1999). In Kwale County, geographical differences in job satisfaction among pre-school teachers is one of the recommendations for research (Makoti, 2003).

Millicent and Joanne (1999) found that urban school teachers in Georgia and Northern Carolina, USA experienced more stress from bad working conditions and staff relationships than did rural school teachers. Nadeem, *et al* (2013) found that there is no significant mean difference between rural and urban secondary school teachers on various dimensions of job satisfaction such as psychosocial and economic factors. A study of secondary school teachers in Pakistan found that there was no significant difference in job satisfaction between teachers working in rural and urban location (Ali, et al 2011).

From this review, it is apparent that studies focusing on job satisfaction among pre-school teachers working in different geographical locations have been done. However, the last objective of this study was to determine the difference in job satisfaction among pre-school teachers working in urban and rural locations of Kisii County.

2.7 Summary of the Literature Review

Job satisfaction is thought to be a major determinant of institutional performance. The reviewed literature has shown that there is concurrence in the factors relating to job satisfaction among pre-school teachers. In particular, the reviewed literature has shown that job environment, gender, sponsor and location of ECD centres may influence varying degrees of job satisfaction among pre-school teachers. However, gender differences in job satisfaction, job environment, sponsor and location of ECD centres have not been studied in Kisii County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the procedures used in the study under specific sections. The sections described are the research design, variables, location and population of the study, sample size and sampling techniques. The aspects of validity and reliability of the research instruments as well as data collection, analysis techniques and ethical considerations are also presented.

3.1 Research Design

The researcher used the survey research design to carry out this study. According to Hussey and Hussey (1997), the survey design attempts to describe and explain conditions of the present by using many subjects and questionnaires to fully describe a phenomenon. In his book on early childhood and development research methodology, Begi (2009) expounds that a survey is used to assess the distribution of specific behaviours in a given population. He explains that the design can be used to collect detailed data needed in justifying the current conditions and practices. By carrying out a survey research, therefore, the researcher intended to take a short time to collect the proposed data but large enough to describe and explain the distribution of the current level of job satisfaction among the different groups of pre-school teachers.

3.1.1 Study Variables

A variable is any characteristic that can take different values that are measurable. The study measured and compared proportions of certain variables as far as job satisfaction among pre-school teachers were concerned.

- a) **The independent variables** were the pre-school teachers' gender, job environment, sponsor and location of ECD centres where the teachers worked.
- b) **The dependent variable** was the level of job satisfaction among pre-school teachers. The levels of job satisfaction were measured using an ordinal scale of up to 3 responses.

3.2 Location of the Study

The study was carried out in two Sub-Counties of Kisii County, Kenya. The location was purposely selected because ECD centres where pre-school teachers worked were easily accessible and their geographical distribution was even. Besides, the research was designed to draw respondents from ECD centres located both in rural and urban areas and also in centres supported by public as well as private sponsors. These factors were easily met in Kisii County. The area of study is largely inhabited by the Abagusii community and is endowed with fertile soil suitable for farming. According to the Kenya Population and Housing Census (Kenya National Bureau of Statistics, 2009), the projected population in Kisii County was 1.4 million by 2014 with a surface area of 361.0 Km². By 2012, there were 130 public and 60 private ECD centres in the county (Ministry of Education, 2013).

3.3 Target Population

The study targeted all urban and rural pre-school school teachers working in public and private Early Childhood Development centres in Kisii County. According to the records available at the Kisii County Education Office (Ministry of Education, 2013), there were 364 trained pre-school teachers in the study area by the end of 2012.

3.4 Sampling Technique and Sample Size

This section describes the sampling frame, the sampling process and calculation of the sample size.

3.4.1 Sampling Frame

The sampling frame was developed by listing the names of all pre-school teachers working in the two selected Sub-Counties of Kisii County.

Table 3.1: Distribution of Pre-school Teachers in the Sampling Frame

Gender	Pre-school Teachers by Sponsor ECD Centre			Pre-school Teachers by Location of ECD Centre		
	Public	Private	Total	Urban	Rural	Total
Men	12	08	20	10	10	20
Women	194	150	344	217	127	344
Total	206	158	364	227	137	364

3.4.2 Sampling Techniques

Orodho (2004) points out that a sample is selected in such a way that one is assured that certain sub-groups in the population will be represented in the sample in proportion to their numbers in the population itself to avoid bias in the sample drawn. Taking into account important factors such as available resources and the desired groups for the study, purposeful sampling was used to select the area of study. That is how Kisii Town, Nyaribari Chache and Mosochi Sub-Counties were selected to represent the nine sub-counties of Kisii County. As for the study respondents, a simple probability random sampling was used. Every name in the sample frame was written on a piece of paper and then segregated according to gender. The pieces of paper were then wrapped and shuffled. From each of the two groups (men and women), the names of the respondents were randomly selected. The process was then repeated, this time according to the location where the pre-school teacher worked, namely; rural and urban locations.

3.4.3 Sample Size

In survey design studies, Mugenda and Mugenda (1999), and Bryman (2008) recommended that the minimum sample size should be at least 10% for a large sample and 20% for a small one. On the strength of that recommendation, the researcher drew a sample size equivalent to 20% of the number of pre-school teachers in the study area (refer Table 3.1). Ultimately, the calculated sample size was 73 (Table 3.2). However, 72 respondents returned their questionnaires.

Table 3.2: Proportional Sample Size from the Sample Frame

Gender	Pre-school Teachers by Sponsor		
	Public	Private	Total
Men	2	2	4
Women	39	30	69
Total	41	32	73

3.5 Research Instruments

The researcher developed and used two instruments to collect raw data, namely; a structured questionnaire and an observation checklist.

3.5.1 Structured Questionnaire

Orodho (2004) defines a structured questionnaire as that having closed or enclosed questions with appropriate options from which a respondent selects the answer that best describes his or her situation. Bearing this in mind, the researcher constructed a semi-structured questionnaire based on the study objectives. Part one of the questionnaire comprised the respondent's demographic characteristics (numbers 1 to 3) while in part two (numbers 4 to 22) related to teachers' job satisfaction.

3.5.2 Observation Checklist

The observation checklist was constructed because of the need, as recommended by Mugenda and Mugenda (1999), to use multiple methods in data collection in which case the merits of one instrument may offset the demerits of the other. The checklist was used to collect observed data based on

the pre-school teacher's job environment. It measured variables such as the size of classrooms, availability of teaching materials and play equipment.

3.6 Pilot Study

The questionnaire was pre-tested using respondents from two randomly selected pre-schools within the two sub-counties of Kisii County. The said respondents were excluded from the study. The pilot study enabled the researcher to familiarize herself with the anticipated challenges arising from logistics and data collecting instruments. For instance, the researcher was able to moderate on the average time it took the respondent to fill the questionnaire and to determine how to respond to common questions raised.

3.6.1 Validity of the Study Instruments

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on research results. According to Orodho (2004) validity, is essentially concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. Validity, in this case is a non-statistical measure of the degree to which several measures of the concept, accurately measure the concept. Content validity involves the examination of test content to determine whether it covers a representative sample of the behaviour domain to be tested; representative validity involves turning an abstract theoretical construct to a specific test practical (Anastasi & Urbina, 1997). To ensure content and representation validity of the research instruments, the researcher sought expert review by three judges who were experienced in social research.

3.6.2 Reliability of the Study Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Saunders, Lewis & Thornhill, 2009). To check for consistency in content, the researcher performed the split-half test of reliability (Ndani and Kimani, 2010). To do this, the questionnaire was administered to 8 pre-school teachers, randomly selected from a frame of ECD centres in the area of study. Scores from even numbers were correlated with scores from odd numbers using Spearman's Correlation Coefficient, a non-parametric statistical measure whose values range from minus one (-1) to plus one (+1). The value of the test co-efficient (r) was 0.6 ($r = 0.6$), indicating a positive reliability of the questionnaire.

3.7 Data Collection Technique

Once the proposal was approved by the Graduate School of Kenyatta University, the researcher obtained a research permit from the National Council for Science and Technology, a Department in the Ministry of Education. She then paid a courtesy call to the Kisii County Education Officer and briefed him on the intended study. The ECD centres were accessed using public transport, either by taxi or motor cycle. Data were collected from the field in five days in two sessions each day. In session one, the researcher sampled the respondents and then administered the questionnaires. Session two entailed observing the job environment and then scoring against the variables given in the study's checklist.

3.8 Data Analysis

After the data collection was over, the filled up data instruments were checked for human errors, ready for computer assisted analysis. A manual codebook (see Appendix IV) to guide the assignment of field data into the computer was then constructed. The Statistical Package for Social Sciences (SPSS) computer programme was used to analyze the data. Frequencies and percentages were used to describe demographic characteristics, standard of job environment and the level of job satisfaction among pre-school teachers. Since the study variables were categorical, Phi and Cramer's statistics were used to:

- i. Determine the significance of gender differences in job satisfaction among pre-school teachers in Kisii County.
- ii. Determine the significance of job satisfaction among pre-school teachers working in public and private ECD centres in Kisii County.
- iii. Determine the significance of job satisfaction among pre-school teachers working in rural and urban ECD centres in Kisii

3.9 Logistical and Ethical Considerations

As much as possible, the researcher created a cordial working relationship with the pre-school teachers (respondents) and the managers of the ECD centres where they worked. The selected respondents were assured of confidentiality of information disclosed and that the information so disclosed would be used strictly for the purpose of the study. Each respondent was then asked to sign on the questionnaire as a sign of willingness to participate in the

study. The researcher and her assistants used public motor vehicles to access the ECD centres where pre-school teachers worked. The research assistants and consultant statistician were given a token allowance for all their work.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. It begins with a brief description of the sample demographics followed by the findings per the study objectives, namely; the pre-school teachers' job environment, job satisfaction and gender differences in job satisfaction. The chapter ends with findings on the differences in job satisfaction among pre-school teachers who worked in public and private sponsored ECD centres and those who worked in rural and urban locations of Kisii County.

4.2 Group Distribution among Pre-school Teachers in Kisii County

For purposes of the study, pre-school teachers were grouped into three, namely; gender, location and sponsor of ECD centre where they worked. Out of the 73 pre-school teachers proposed for the study, 72 participated.

Table 4.1: Gender of Respondents by Location of the ECD Centre

		Location of the ECD centre				Total	
		Rural		Urban			
		F	%	F	%	F	%
Gender of respondents	Men	5	6.9	4	5.6	9	12.5
	Women	39	54.2	24	33.3	63	87.5
	Total	44	61.1	28	38.9	72	100

Table 4.1 shows that majority of respondents were women (87.05%), pre-school teachers in Kisii County. This finding was attributed to socio-cultural norms that exist in African communities. It is held in many African communities that, preschool teaching is a career for women because culturally child care is the domain of women (Cameroon, 2000). However, a recent study in Kenya revealed that men were increasingly getting interested in pre-school teaching (Mukuna and Mutsotso, 2011).

Table 4.2: Location of the ECD Centre by Sponsor of the ECD Centre

		Sponsor					
		Public		Private		Total	
		F	%	F	%	F	%
Location	Rural	31	43.1	13	18.1	44	61.1
	Urban	4	5.6	24	33.3	28	38.9
	Total	35	48.6	37	51.4	72	100

Table 4.2 shows that most respondents (61.1%) worked in rural locations compared to 38.9% who worked in urban locations. On the other hand, there were 51.4% respondents working in private ECD centres compared to 48.6% working in public ECD centres. The table farther shows that out of the respondents who worked in ECD centres located in rural areas, 43.1% worked in public ECD centres compared to 18.1% who worked in private ECD centres. This implied that of the pre-school teachers who worked in the rural areas of Kisii County, majority of them worked in public ECD centres. The

opposite result was true for those who worked in urban locations. This variance could be attributed to the fact that those who worked in rural locations operated from the comfort of their homes while those who lived in urban areas preferred private ECD centres where hygienic factors were better managed in the absence of owner occupied homes. Farther, pre-school teachers were most likely to be better remunerated with better working environment in private ECD centres located in urban areas than their counterparts working in public ECD centres.

4.3: Pre-school Teachers' Job Environment

Objective one sought to explore the pre-school teachers' job environment using a checklist of specific variables. To achieve this objective, the selected ECD centre was observed for the presence of 5 characteristics which the researcher considered to be important components of standard pre-school teaching environment. Next, the observed characteristics were scored against each variable (refer Appendix III). The results were presented using Table 4.3. The table shows that 37% of the ECD classrooms had only one standard characteristic while 28.3% had two. On the contrary, 63.1% of the fixed play equipment had three or four characteristics, just above the 50% average, a better show than the first variable. Overall, there were five out of nine variables which were found to be below average (less than 50% of the five standard characteristics), namely; the classroom environment, physical access, teaching/learning materials, teacher/pupil ratios, water and information technology. One variable (physical access to ECD centre) was found to be of average standard.

Table 4.3: Characteristics of Standard Job Environment by Frequency of Characteristics (f = frequency, % = percentage)

Job Environment		Frequency of Observed Characteristics									
		5		4		3		2		1	
		f	%	f	%	f	%	f	%	f	%
1	Standard Classroom	6	13.0	2	4.3	8	17.4	13	28.3	17	37
2	Standard Fixed Play Equipment	7	15.2	17	37	12	26.1	6	13	4	8.7
3	Standard Physical Accessibility	3	6.5	10	21.7	9	19.6	12	26.1	12	26.1
4	Standard Teaching-Learning Materials	3	6.5	7	15.2	6	13.0	9	19.6	21	45.7
5	Standard Playground	4	8.7	7	15.2	16	34.8	13	28.3	6	13
6	Standard Teacher-Pupil Ratio	1	2.2	3	6.5	11	23.9	15	32.6	16	34.8
7	Standard Water	3	6.5	3	6.5	14	30.4	11	23.9	15	32.6
8	Standard Amenities	10	21.1	18	39.1	12	26.1	5	10.9	1	2.2

Only two variables were found to be of average or better standard, namely; play grounds and amenities. From the findings of this objective, there was evidence that, besides the fixed play equipment and amenities, all the other variables of job environment at the ECD centres in Kisii County were substandard. This finding appears to agree with that of the Education Commission of Inquiry (GoK, 1999) which revealed that Early Childhood Development Education (ECDE) facilities and equipment in Kenya varied greatly in terms of quality and quantity. The reason given was that the quality of pre-school teaching environment depended on the level of community

awareness of the needs of pre-school education, level of community resources, the sponsors and promoters of the centres as well as the teachers' qualifications. Moreover, a study by the Ministry of Education Science and Technology, (MoEST, 2002) found that the job environment in ECD centres in Kenya was the same on average even where pre-primary classes were adjoined to a primary school.

It is indicative that there has been no significant change in the development of pre-school teaching environment in Kisii County over the years, and this could explain the apparently substandard characteristics of job environment found in most ECD centres. There is need to raise awareness among key stakeholders in the ECD sub-sector on the need to improve the job environment in order to enhance job satisfaction among pre-school teachers as well as the quality of education and care for pre-school children.

4.4 Levels of Job Satisfaction Among Pre-School Teachers in Kisii County

The aim of objective two was to find out the levels of job satisfaction among pre-school teachers in Kisii County. This was achieved through a self-administered structured questionnaire on randomly selected pre-school teachers. It was found that respondents were satisfied with six out of the twenty study variables of job satisfaction (Table 4.4).

Table 4.4: Variables of Job Satisfaction by Levels of Satisfaction**(F = Frequency % = Percentage)**

Variables		Levels of Satisfaction					
		Satisfied		Fairly satisfied		Not satisfied	
Group	Variables of Job Satisfaction	F	%	F	%	F	%
Remuneration	Monthly salary	4	5.6	24	33.3	44	61.1
	Monthly allowances	5	6.9	11	15.3	56	77.8
Professional	Current job despite the challenges	54	75.0	10	13.9	8	11.1
	My knowledge and skills in teaching children	55	76.4	17	23.6	0	0.0
	Opportunities for professional development	47	65.3	13	18.1	12	16.7
	Pre-school teaching as a profession	11	15.3	17	23.6	44	61.1
	Interaction with staff mates	49	68.1	17	23.6	6	8.3
Motivational	Benefits other than salary and allowances	13	18.0	19	26.4	40	55.6
	Teaching in this ECD centre	35	48.6	28	38.9	9	12.5
	Employer's support for my welfare	18	25.0	39	54.2	15	20.8
	Employer involves me in decision making	20	27.8	22	30.6	30	41.7
	Supervisor involves me in job-related decisions	27	37.5	24	33.3	21	29.2
	Feedback on job performance	34	47.2	23	31.9	15	20.8
	Employer's recognition of my work	56	77.8	11	15.3	5	6.9
	Interaction with management	34	47.0	29	40.2	93	12.5
Infrastructural	Physical facilities in this ECD centre	25	34.7	35	48.6	12	16.7
	Amenities in this ECD centre	21	29.2	31	43.1	20	27.8
Policy	Promotion criteria	11	15.3	23	31.9	38	52.8
	Gender parity among pre-school teachers	20	27.8	14	19.4	38	52.8
	Government as an employer of pre-school teachers	52	72.0	8	11.1	12	16.7

These were pre-school teachers' current job (75%), knowledge and skills (76.4%), opportunities for professional development (61.3%), interaction with staff mates (68.1%), recognition for work done (77.8%) and government as a better employer (52.2%). However, a large proportion of respondents were not satisfied with six of the study variables, namely; salary (61.1%), allowances (77.8%), teaching profession (61.1%), benefits other than money (55.6%), promotion criteria (51.5%) and gender balance (52.8%). About 54.2% of the respondents were fairly satisfied with their employers' support for welfare issues.

From these findings, one can argue that pre-school teachers in Kisii County were generally not satisfied with environmental (extrinsic or hygiene) variables in the study, including pay package and institutional policy. Satisfaction with Government as the best employer could be attributed to better job security along with other fringe benefits enjoyed by government employees like job security, housing allowance and healthcare package. Other studies have also identified money in the form of salary or incentives as a major factor in influencing job satisfaction. Dessler (2003), Lim (2008) and Chimanikire et al (2007) found that dissatisfaction among academic staff in various institutions in Zimbabwe emanated from inadequate remuneration and lack of loans to facilitate purchase of houses, housing stands and cars.

4.5: Gender Differences in Job Satisfaction Among Pre-School Teachers

To determine gender differences in job satisfaction among pre-school teachers, gender responses were tabulated with levels of job satisfaction. The Phi, Cramer's and p-values were then generated using SPSS computer programme. Only two variables were found to be statistically significant in job satisfaction (Table 4.5)

Table 4.5: Gender Differences by Levels of Job Satisfaction Among Pre-school Teachers

Variables of Job Satisfaction	Gender of Pre-sc. Teacher	Levels of Job Satisfaction					
		S	FS	NS	Phi - Value	Cramer's Value	Sig. Level
Profession as pre-school teacher	Male	7	2	0	0.227	0.227	0.054
	Female	60	3	0			
My training as ECD teacher	Male	9	0	0	0.079	0.079	0.504
	Female	60	3	0			
My knowledge and skills	Male	6	3	0	0.073	0.073	0.537
	Female	48	15	0			
Employer's support	Male	5	2	2	0.284	.284	0.055
	Female	13	37	13			
My salary	Male	2	2	5	0.232	0.232	0.145
	Female	3	22	38			
My allowances	Male	1	2	6	0.102	0.102	0.689
	Female	4	9	50			
Other job than teaching	Male	1	2	6	0.050	0.050	0.915
	Female	10	15	38			
Benefits other than salary	Male	1	4	4	0.157	0.157	0.412
	Female	12	15	36			
Promotion criteria	Male	1	4	4	0.102	0.102	0.685
	Female	10	19	34			
Professional development	Male	6	2	1	0.064	0.064	0.864
	Female	41	11	11			
My supervisor	Male	4	3	2	0.161	0.161	0.393
	Female	16	20	27			
Involvement in decision making	Male	5	2	2	0.142	0.142	0.485
	Female	22	22	19			
Feedback from supervisor	Male	4	4	1	0.122	0.122	0.583
	Female	29	19	15			
Recognition of my work	Male	9	0	0	0.202	0.202	0.230
	Female	47	11	5			
Physical facilities	Male	3	5	1	0.051	0.911	0.911
	Female	22	31	10			
Amenities	Male	3	3	3	0.075	0.075	0.818
	Female	18	28	17			
Interaction with staff mates	Male	5	3	1	0.102	0.102	0.690
	Female	44	14	5			
Interaction with management	Male	4	5	0	0.162	0.162	0.387
	Female	30	24	9			

These were gender differences on pre-school teaching as a profession (Phi and Cramer's values = 0.227, p-value = 0.05) and employer's support to pre-school teachers' welfare (Phi and Cramer's values = 0.284, p-value = 0.055).

From this finding, it was clear that despite their large numerical difference, men and women pre-school teachers in Kisii County were equally satisfied with their profession as pre-school teachers. This could be attributed to the prevailing high unemployment levels in Kenya and government's consistent advocacy for gender parity in public appointments (Constitution of Kenya, 2010). Other studies have found no gender difference in job satisfaction among teachers (Kuo & Chen (2004)., Mutie (1993), Mumo (2000), Lynch & Verdin (1987).

4.6 Differences in Job Satisfaction Among Pre-School Teachers Working in Public and Private Sponsored ECD Centres

To determine the differences in job satisfaction among pre-school teachers working in public and private ECD centres, responses from the two groups were cross tabulated and the results were presented in Table 4.6. The Phi, Cramer's and p-values were then generated using SPSS computer programme. None of the study variables was found to be statistically significant in job satisfaction. The null hypothesis that there was no significant difference in job satisfaction among pre-school teachers was, therefore, accepted. This implied that there was no significant difference in job satisfaction among pre-school teachers working in both public and private ECD centres in Kisii County.

Table 4.6: Sponsor of ECD Centre by Levels of Pre-school Teachers' Job Satisfaction

Satisfaction Variables	Sponsor of ECD Centre	Levels of Job Satisfaction					
		S	FS	NS	Phi - Value	Cramer's Value	Significance Level
Pre-school teaching	Public	31	4	0	0.172	0.172	0.145
	Private	36	1	0			
My training as ECD teacher	Public	32	3	0	0.214	0.214	0.069
	Private	37	0	0			
My knowledge and skills	Public	28	7	0	0.112	0.112	0.341
	Private	26	11	0			
Employer's support	Public	6	20	9	0.189	0.189	0.276
	Private	12	19	6			
My salary	Public	1	11	23	0.172	0.172	0.346
	Private	4	13	20			
My allowances	Public	1	3	31	0.255	0.255	0.097
	Private	4	8	25			
Other job than teaching	Public	8	6	21	0.229	0.229	0.151
	Private	3	11	23			
Benefits other than salary	Public	6	8	21	0.091	0.091	0.742
	Private	7	11	19			
Promotion criteria	Public	7	8	20	0.223	0.204	0.223
	Private	4	15	18			
Professional development	Public	21	7	7	0.111	0.111	0.642
	Private	26	6	5			
My supervisor	Public	8	14	13	0.173	0.173	0.342
	Private	12	9	16			
Involvement in decision making	Public	14	11	10	.052	.907	0.907
	Private	13	13	11			
Feedback from supervisor	Public	18	9	8	0.135	0.135	0.521
	Private	15	14	8			
Recognition of my work	Public	28	4	3	0.116	0.116	0.618
	Private	28	7	2			
Physical facilities	Public	12	19	4	0.113	0.113	0.633
	Private	13	17	7			
Amenities	Public	8	13	14	0.267	0.267	0.076
	Private	13	18	6			
Interaction with staff mates	Public	22	9	4	0.128	0.128	0.554
	Private	27	8	2			
Interaction with management	Public	18	15	2	0.200	0.200	0.237
	Private	16	14	7			

This was attributed to the fact that majority of them were professionally trained as pre-school teachers. In any case, in view of the high unemployment environment in Kenya, they were probably satisfied with what they were

trained to do. The other explanation could be that unlike private ECD centres (mostly owned by individuals) which tend to go for quality services in order to attract more children and therefore more profit, majority of public ECD centres are sponsored by local communities. This argument was in agreement with Gakuru (1992) who also found that enrolment in ECD centres was influenced by the socio-economic status of parents whereby the well-off parents could afford to take their children to private pre-school children.

4.7 Difference in Job Satisfaction Among Pre-School Teachers Located in Rural and Urban ECD Centres in Kisii County

To determine the differences in job satisfaction among pre-school teachers working in rural and urban ECD centres, responses from the two groups were cross tabulated and the results were presented in Table 4.7. The Phi, Cramer's and p-values were then generated using SPSS computer programme. Again, only two variables were found to be statistically significant in job satisfaction (refer Table 4.5). These were differences in employers support for welfare (Phi and Cramer's values = 0.292, p-value = 0.026) and pre-school teachers salary (Phi and Cramer's values = 0.359, p-value = 0.010). The null hypothesis that there was no significant difference in job satisfaction among pre-school teachers working in rural and urban areas was, therefore, accepted. This implied that there was no significant difference in job satisfaction among majority of pre-school teachers working in both rural and urban ECD centres. It was then concluded with 95% confidence that there existed no major difference in job satisfaction among pre-school teachers working in rural and urban ECD centres in Kisii County.

Table 4.7: Location of ECD Centre by Level of Job Satisfaction

Variables of Job Satisfaction	Location of ECD Centre	Levels of Job Satisfaction					
		S	FS	NS	Phi - Value	Cramer's Value	Sig.Level
Profession as pre-school teacher	Rural	40	4	0	0.106	0.106	0.369
	Urban	27	1	0			
My training as ECD teacher	Rural	41	3	0	0.166	0.166	0.158
	Urban	28	0	0			
My knowledge and skills	Rural	33	11	0	0.000	0.000	1.000
	Urban	21	7	0			
Employer's support	Rural	7	25	12	0.292	0.292	0.026
	Urban	11	14	3			
My salary	Rural	0	14	30	0.359	0.359	0.010
	Urban	5	10	13			
My allowances	Rural	2	5	37	0.192	0.192	0.266
	Urban	3	6	19			
Other job than teaching	Rural	8	8	28	0.173	0.173	0.340
	Urban	3	9	16			
Benefits other than salary	Rural	5	11	28	0.242	0.242	0.121
	Urban	8	8	12			
Promotion criteria	Rural	8	14	22	0.105	0.105	0.673
	Urban	3	9	16			
Professional development	Rural	26	10	8	0.174	0.174	0.335
	Urban	21	3	4			
Supervisor	Rural	11	16	17	0.123	0.123	0.582
	Urban	9	7	12			
Involvement in decision making	Rural	16	15	13	0.30	0.30	0.969
	Urban	11	9	8			
Feedback from supervisor	Rural	20	14	10	0.015	0.015	0.991
	Urban	13	9	6			
Recognition of my work	Rural	33	7	4	0.111	0.111	0.640
	Urban	23	4	1			
Physical facilities	Rural	15	24	5	0.150	0.150	0.446
	Urban	10	12	6			
Amenities	Rural	9	20	15	0.256	0.256	0.098
	Urban	12	11	5			
Interaction with staff mates	Rural	28	10	6	0.241	0.241	0.124
	Urban	21	7	0			
Interaction with management	Rural	19	19	6	0.102	0.102	0.689
	Urban	15	10	3			
Extra curricular tasks	Rural	32	5	7	0.202	0.202	0.230
	Urban	22	5	1			
Gender balance	Rural	12	6	26	0.198	0.198	0.243
	Urban	8	8	12			

This was attributed to the fact that the job environment in most ECD centres was more or less the same irrespective of whether they were rural or urban based. The other explanation could be that unlike urban ECD centres which tend to compete in the quality of services in order to attract teachers and more children, therefore more profit, majority of rural ECD centres rarely compete.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter provides a summary of the study findings, conclusions, recommendations and suggestions for further studies.

5.1 Summary of the Study Findings

Regarding the socio-demographic characteristics, it was found that most of the respondents were women (87.05%), and that most respondents (61.1%) worked in rural locations compared to 38.9% who worked in urban locations. On the other hand, 51.4% of the respondents worked in private ECD centres compared to 48.6% who worked in public ECD centres. Of the 61.1% respondents who worked in rural areas, 43.1% worked in public ECD centres compared to 18.1% who worked in private ECD centres. Five out of the nine study variables (55.6%) of the job environment were found to be below average standards, namely; the classroom environment, physical access, teaching/learning materials, teacher/pupil ratios, water and information technology. Only play grounds and amenities were found to be above average in the set environmental standards.

On job satisfaction, it was found that respondents were satisfied with six (30%) out of the twenty study variables. These were pre-school teachers' current job (75%), knowledge and skills (76.4%), opportunities for professional development (61.3%), interaction with staff mates (68.1%),

recognition for work done (77.8%) and government as a better employer (52.2%). However, a large proportion of respondents were not satisfied with salary (61.1%), allowances (77.8%), teaching profession (61.1%), benefits other than money (55.6%), promotion criteria (51.5%) and gender balance (52.8%). About 54.2% of the respondents were fairly satisfied with their employers' support for welfare issues.

Only two out of the twenty study variables were found to be statistically significant in gender differences in job satisfaction among pre-school teachers. These were pre-school teaching as a profession (Phi and Cramer's values = 0.227, p-value = 0.05) and employer's support to pre-school teachers' welfare (Phi and Cramer's values = 0.284, p-value = 0.055). Regarding the differences in job satisfaction among pre-school teachers working in rural and urban ECD centres, again, only two variables were found to be statistically significant. These were differences in employers welfare support (Phi and Cramer's values = 0.292, p-value = 0.026) and salary (Phi and Cramer's values = 0.359, p-value = 0.010). None of the twenty study variables was found to be statistically significant in the difference in job satisfaction among pre-school teachers working in public and private ECD centres.

5.2 Conclusions

The study concluded that in Kisii County:

- i. Majority of pre-school teachers were predominantly women, implying that gender balance among pre-school teachers weighed heavily against men.

- ii. Only 30% of the ECD centres had the standards of job environments for pre-school teachers above average. The standards of classrooms, teaching-learning materials and use of information technology were particularly far below average.
- iii. There was no significant gender difference in job satisfaction on most variables among pre-school teachers. Only on pre-school teaching as a profession and employer's welfare support was there a significant gender difference.
- iv. There was no significant difference in job satisfaction on most variables among pre-school teachers working in rural and urban ECD centres. Only on salary and employer's welfare support was there a significant difference in this category.
- v. There was no significant difference in job satisfaction on all variables among pre-school teachers working in public and private ECD centres.

5.3 Recommendations

The researcher recommended that the sponsors of ECD centres should:

- i. Address the existing gender gap among pre-school teachers by formulating and putting appropriate policies in place.
- ii. Improve the standards of job environments for pre-school teachers by putting up standard classrooms, availing standard teaching-learning materials and adopting appropriate information technology.

- iii. Increase the levels of job satisfaction across the different groups of pre-school teachers by addressing their remuneration, terms of service and motivation policy.

5.3.1 Policy Recommendations

The following policy recommendations were proposed for adoption by the county and national governments:

- i. Encouraging and motivating men to accept and take up pre-school teaching through affirmative action.
- ii. For purposes of regulation, all ECD centres must satisfy minimum standards of infrastructural and enabling job environments for pre-school teachers.
- iii. Formulation of minimum standards of remuneration, terms of service and motivation guidelines for pre-school teachers.

5.3.2. Recommendation for Further Research

The study recommended the following topics for further research:

- i. A study to establish the factors influencing dominance of women among pre-school teachers using in-depth methods.
- ii. A study to establish the factors influencing the differences in gender and location of ECD centres on employees' welfare support among pre-school teachers.

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APPENDIX 1: LETTER OF INTRODUCTION TO RESPONDENTS

Dear Respondent,

My name is Margaret Moraa Mosomi, a postgraduate student undertaking a Master of Education degree in Early Childhood Education at the School of Education, Kenyatta University. I am currently carrying out a research entitled “Job Environment and Satisfaction among Pre-school Teachers in Kisii County”. I am kindly requesting you to answer the questions in the questionnaire to the best of your knowledge and honesty.

Be informed that the information you will disclose will be used only for this research. My supervisors and I wish to assure you that the disclosed information will be treated with strict and utmost confidence. Your name or the name of your organization will be anonymous in this research.

As a sign of your willingness to be a respondent, append your signature in the following lines:

Your name (optional)
.....

Your signature (mandatory)
.....

Date
.....

APPENDIX II: QUESTIONNAIRE ON JOB SATISFACTION FOR PRE-SCHOOL TEACHERS

PART I: INTRODUCTION

In question 1 to 3, mark [X] in the appropriate brackets:

- 1) Respondent's gender: Male [] Female []
- 2) Sponsor of ECD centre: Public [] Private []
- 3) Location of ECD centre: Rural [] Urban []

PART II: LEVEL OF SATISFACTION

- *Numbers 4-25 in the table below are statements that measure job satisfaction among pre-school teachers.*
- *For each statement, you are required to CIRCLE ONE NUMBER that represents YOUR HONEST ANSWER on the level of satisfaction with the statement.*
- *Example: Number 4a, child punishment rules are respected in this ECD centre, number 2 has been circled to match with level 2 on the key (fairly satisfied).*

Key: 1 = Satisfied 2 = Fairly Satisfied 3 = Not Satisfied

No.	Statement on Pre-School Teacher's Job Satisfaction	Level of Satisfaction		
4a	Child punishment rules are respected in this ECD centre	1	2	3
4	Satisfaction with pre-school teaching	1	2	3
5	Satisfaction with training of pre-school teachers	1	2	3
6	Satisfaction with my knowledge/skills	1	2	3
7	Satisfaction with employer's support	1	2	3
8	Satisfaction with my salary as pre-school teacher	1	2	3
9	Satisfaction with allowances attached to my salary	1	2	3
10	Satisfaction with other job than pre-school teaching	1	2	3
11	Satisfaction with other benefits than money	1	2	3

12	Satisfaction with promotion criteria	1	2	3
13	Satisfaction with professional development	1	2	3
14	Satisfaction with my supervisor	1	2	3
15	Satisfaction with my involvement in decision making	1	2	3
16	Satisfaction with feedback from my supervisor	1	2	3
17	Satisfaction with employer's recognition of my work	1	2	3
18	Satisfaction with the existing physical facilities	1	2	3
19	Satisfaction with existing social amenities	1	2	3
20	Satisfaction with interaction with my staff mates	1	2	3
21	Satisfaction with interaction with management	1	2	3
22	Satisfaction with extra-curricular tasks	1	2	3
23	Satisfaction with gender parity in this ECD centre	1	2	3
24	Satisfaction with Government as the best employer	1	2	3
25	Overall satisfaction with job in this ECD centre	1	2	3

PART III: OPINION ON JOB SATISFACTION

26. In the spaces below, LIST THREE IMPORTANT CHALLENGES affecting your job as a pre-school teacher in this ECD centre.

1).....

.....

.....

2).....

.....

.....

3).....

.....

.....

27. Refer to your answers in question 23 above. Give ONE SOLUTION TO EACH OF THE THREE CHALLENGES you have listed.

1).....
.....
.....

2).....
.....
.....

3).....
.....
.....

APPENDIX III: OBSERVATION CHECKLIST

Instructions:

First, observe the ECD centre environment for the presence of the given 5 characteristics of job environment per question 1 to 9 in the table below. Next, against each question, **CIRCLE ONLY ONE NUMBER** on the given scale 5 to 1 to match the total number of job environment characteristics observed.

Key: 5= Presence of the given 5 characteristics (of standard job environment)

4= Presence of 4 characteristics

3= Presence of 3 characteristics

2= Presence of 2 characteristics

1= Presence of 1 or zero characteristic

	Standard Characteristics of Classroom	Scoring Scale				
1	Measurement 25 ft x 30 ft, plastered walls, comfortable furniture, adequate ventilation, adequate lighting	5	4	3	2	1
Standard Characteristics of Fixed Play Equipment						
2	Available, varied, well maintained, well spaced, of aesthetic value	5	4	3	2	1
Standard Characteristics of Physical Accessibility						
3	Most pupils walk, most pupils ride, pre-school is near the road, there is a sign post, there is a gate	5	4	3	2	1
Standard Characteristics of Teaching-Learning Materials						
4	Availability of: Durable charts, real objects, counters, course books, supplementary books	5	4	3	2	1
Standard Characteristics of Playground						
5	Playground: Availability, no potholes, no foreign objects, fixed play equipment, fenced	5	4	3	2	1

Standard Characteristics of Teacher- Pupil Ratio						
6	Ratio: One teacher to each level (3 levels), One untrained teacher to each level, one trained certificate teacher to each level, one or more diploma (or degree) teachers to each level, one teacher to 40 pupils	5	4	3	2	1
Standard Characteristics of Water						
7	Availability of: Tap water, tank, borehole, drinking water, reliable water source	5	4	3	2	1
Standard Characteristics of Amenities						
8	Availability of: Clinic, canteen, social hall, welfare office, chapel	5	4	3	2	1
Standard Characteristics of Information Technology						
9	Availability of: Computer, printer, telephone, audio visual, internet	5	4	3	2	1

APPENDIX IV: DATA ANALYSIS CODE BOOK

VARIABLE CODES		TYPE	VARIABLES	NUMERICAL CODES	MEASUREMENT
Q1.	Gender	String	Gender of the respondent	{0-Male, 1-Female}	Nominal
Q2.	Sponsor	String	Sponsor of the ECD centre	{0-Public, 1-Private}	Nominal
Q3	LocatECD	String	Location of the ECD centre	{0-Rural, 1-Urban}	Nominal
Q4	PrescTeach	String	Satisfaction with pre-school teaching as a profession	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q5	Training	String	Satisfaction with training of pre-school teachers	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q6	KnowSkill	String	Satisfaction with my Knowledge/skills	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q7	EmpSuppo	String	Satisfaction with employer's support	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q8	Salary	String	Satisfaction with my salary as pre-school teacher	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q9	Allowances	String	Satisfaction with allowances attached to my salary	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q10	OtherJob	String	Satisfaction with other job than pre-school teaching	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q11	Benefits	String	Satisfaction with other benefits than money	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q12	PromoCrit	String	Satisfaction with promotion criteria	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q13	ProfesDev	String	Satisfaction with professional development	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal
Q14	Supervis	String	Satisfaction with my supervisor	{1, Satisfied, 2-fairly satisfied, 3-Not satisfied}	Nominal

Q15	SupInvo	String	Satisfaction with my involvement in decision making	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal
VARIABLE CODES		TYPE	VARIABLES	NUMERICAL CODES	MEASUREMENT
Q16	SupFeed	String	Satisfaction with feedback from my supervisor	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal
Q17	EmpRecorg	String	Satisfaction with employer's recognition of my work	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal
Q18	PhysFacilit	String	Satisfaction with the existing physical facilities	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal
Q19	Amenities	String	Satisfaction with existing social amenities	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal
Q20	InterMates	String	Satisfaction with interaction with my staff mates	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal
Q21	InterMangt	String	Satisfaction with interaction with management	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal
Q22	ExtraTask	String	Satisfaction with extra-curriculum tasks	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal
Q23	GenderBala	String	Satisfaction with gender parity in this ECD centre	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal
Q24	GovernEm	String	Satisfaction with Government is the best employer	{ 1, Satisfied, 2-fairly satisfied, 3-Not satisfied }	Nominal

APPENDIX V: SELECTED EXAMPLES OF CROSS-TABULATIONS**A: SPONSOR OF ECD CENTRE BY LEVELS OF JOB SATISFACTION****Location of the ECD centre * Satisfaction with pre-school teaching as a profession****Crosstab**

Count		Satisfaction with pre-school teaching		Total
		Satisfied	Fairly satisfied	
Location of the ECD centre	Rural	40	4	44
	Urban	27	1	28
Total		67	5	72

Symmetric Measures		Value	Approx. Sig.
Nominal by nominal	Phi	.106	.369
	Cramer's V	.106	.369
N of valid cases		72	

Location of the ECD centre * Satisfaction with my knowledge and skills**Crosstab**

Count		Satisfaction with my knowledge and skills		Total
		Satisfied	Fairly satisfied	
Location of the ECD centre	Rural	33	11	44
	Urban	21	7	28
Total		54	18	72

Symmetric Measures

		Value	Approx. Sig.
Nominal by nominal	Phi	.000	1.000
	Cramer's V	.000	1.000
N of valid cases		72	

Location of the ECD centre * Satisfaction with employer's support**Crosstab**

Count		Satisfaction with employer's support			Total
		Satisfied	Fairly satisfied	Not satisfied	
Location of the ECD centre	Rural	7	25	12	44
	Urban	11	14	3	28
Total		18	39	15	72

Symmetric Measures		Value	Approx. Sig.
Nominal by nominal	Phi	.292	.046
	Cramer's V	.292	.046
N of valid cases		72	

Location of the ECD centre * Satisfaction with my salary**Crosstab**

Count		Satisfaction with my salary			Total
		Satisfied	Fairly satisfied	Not satisfied	
Location of the ECD centre	Rural	0	14	30	44
	Urban	5	10	13	28
Total		5	24	43	72

Symmetric Measures

		Value	Approx. Sig.
Nominal by nominal	Phi	.359	.010
	Cramer's V	.359	.010
N of valid cases		72	

B. SPONSOR OF ECD CENTRES BY LEVELS OF SATISFACTION

Sponsor of ECD centre * Satisfaction with employer's welfare support**Crosstab**

Count		Satisfaction with employer's welfare support			Total
		Satisfied	Fairly satisfied	Not satisfied	
Sponsor of ECD centre	Public	6	20	9	35
	Private	12	19	6	37
Total		18	39	15	72

Symmetric Measures		Value	Approx. Sig.
Nominal by nominal	Phi	.189	.276
	Cramer's V	.189	.276
N of valid cases		72	

Sponsor of ECD centre * Satisfaction with my salary**Crosstab**

Count		Satisfaction with my salary			Total
		Satisfied	Fairly satisfied	Not satisfied	
Sponsor of ECD centre	Public	1	11	23	35
	Private	4	13	20	37
Total		5	24	43	72

Symmetric Measures		Value	Approx. Sig.
Nominal by nominal	Phi	.172	.346
	Cramer's V	.172	.346
N of valid cases		72	

Sponsor of ECD centre * Satisfaction with promotion criteria**Crosstab**

Count		Satisfaction with promotion criteria			Total
		Satisfied	Fairly satisfied	Not satisfied	
Sponsor of ECD centre	Public	7	8	20	35
	Private	4	15	18	37
Total		11	23	38	72

Symmetric Measures		Value	Approx. Sig.
Nominal by nominal	Phi	.204	.223
	Cramer's V	.204	.223
N of valid cases		72	

Sponsor of ECD centre * Satisfaction with professional development opportunities**Crosstab**

Count		Satisfaction with professional development opportunities			Total
		Satisfied	Fairly satisfied	Not satisfied	
Sponsor of ECD centre	Public	21	7	7	35
	Private	26	6	5	37
Total		47	13	12	72

Symmetric Measures		Value	Approx. Sig.
Nominal by nominal	Phi	.111	.642
	Cramer's V	.111	.642
N of valid cases		72	

C: GENDER DIFFERENCE BY LEVELS OF JOB SATISFACTION

Gender of respondent * Satisfaction with pre-school teaching as a profession**Crosstab**

Count		Satisfaction with pre-school teaching		Total
		Satisfied	Fairly satisfied	
Gender of respondents	Men	7	2	9
	Women	60	3	63
Total		67	5	72

Symmetric Measures		Value	Approx. Sig.
Nominal by nominal	Phi	.227	.054
	Cramer's V	.227	.054
N of valid cases		72	

Gender of respondent * Satisfaction with employer's support**Crosstab**

Count		Satisfaction with employer's support			Total
		Satisfied	Fairly satisfied	Not satisfied	
Gender of respondent	Men	5	2	2	9
	Women	13	37	13	63
Total		18	39	15	72

Symmetric Measures		Value	Approx. Sig.
Nominal by Nominal	Phi	.284	.055
	Cramer's V	.284	.055
N of Valid Cases		72	

Gender of respondent * Satisfaction with interaction with management**Crosstab**

Count		Satisfaction with interaction with management			Total
		Satisfied	Fairly satisfied	Not satisfied	
Gender of respondent	Men	4	5	0	9
	Women	30	24	9	63
Total		34	29	9	72

Symmetric Measures		Value	Approx. Sig.
Nominal by Nominal	Phi	.162	.387
	Cramer's V	.162	.387
N of Valid Cases		72	

Gender of respondent * Satisfaction with gender balance in the ECD centre**Crosstab**

Count		Satisfaction with gender balance in the ECD centre			Total
		Satisfied	Fairly satisfied	Not satisfied	
Gender of respondent	Men	4	3	2	9
	Women	16	11	36	63
Total		20	14	38	72

Symmetric Measures		Value	Approx. Sig.
Nominal by Nominal	Phi	.232	.145
	Cramer's V	.232	.145
N of Valid Cases		72	