

Pre-school teacher job satisfaction is important from the perspective of maintain 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 key purpose of this study will be to establish the relationship between teacher factors and job satisfaction among pre-school teachers in Nyali constituency, Mombasa County. Specifically, the study will establish whether pre-school teacher's job satisfaction varies according to their attitude, teaching experience, gender and teacher training. The study will be guided by Maslow's Hierarchy of Needs Motivation Theory using the survey research method. Multistage sampling technique will be employed to get a study sample of 45 pre-schools out of the 127 targeted registered, their head teachers and 90 teachers out of 300. A questionnaire for teachers and interview for head teachers will be used for data collection. A pilot study will be conducted in 6 pre-schools to determine the validity strictly following the study objectives. Content and face validity of the questionnaires will be determined. The split half method will be used to ensure reliability and a coefficient (alpha) of 0.7 or higher will be considered reliable. Qualitative data will be 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 will be coded and analysed descriptively using means, percentages with the help of computer statistical package for social science. The results will be presented in tables, graphs and charts. For inferential data, the chi square test will be used to test **HA₁- HA₄** that seek the relationship between pre-school teachers' attitude, teaching experience, gender and teacher training in relation to their job satisfaction. From the analyzed data, conclusion will be drawn and appropriate recommendations made to the key stakeholders to provide satisfactory conditions to promote effective working environment for pre-school teachers.