

**FACTORS CONTRIBUTING TO JOB SATISFACTION
AND DISSATISFACTION AMONG TEACHERS IN
SPECIAL SCHOOLS IN RIFT VALLEY PROVINCE,
KENYA**

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DECLARATION


This thesis is my original work and has not been presented for a degree in any other university.



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Supervisors: We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors.

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ABSTRACT

Factors contributing to job satisfaction and dissatisfaction among teachers in special schools in Rift Valley Province, Kenya.

Teachers in special schools interact with learners who have diverse special needs and therefore they do extra duties far beyond the normal teaching hours in order to enable the learners function adequately in the learning environment.

The research study was therefore to establish factors contributing to job satisfaction and dissatisfaction among teachers in special schools in Rift Valley Province. A descriptive survey design was used to secure evidence concerning the existing situations and conditions that contribute to job satisfaction and dissatisfaction among teachers in special schools in Rift Valley Province. The sample size for the study was 144 teachers.

Questionnaire with three parts was developed. Part one, had nine items on personal details of the respondents, Part two had 47 satisfaction survey factors with Likert scale rating from 1 to 5. 1 represented 'highly dissatisfied' 2 represented 'slightly dissatisfied' 3 represented 'neutral', 4 represented 'slightly satisfied' and 5 represented 'highly satisfied'. Respondents were required to tick or circle the one they preferred. Part three had 5 open ended questions that required the respondents to express their opinion about issues on their job. Data was analysed using descriptive statistics and inferential statistical analysis.

The results showed that teachers were highly satisfied with relationship with their learners, relationship with fellow teachers in school, working with learners with disabilities and sense of achievement in teaching children with disabilities. However, the findings also showed that teachers were highly dissatisfied with current salaries and allowances they are paid, methods used in promoting teachers, opportunity for promotion and the current scheme of service for teachers and availability of useful advice from special education officers to assist them solve problems encountered while teaching learners with