

Factors Causing High Job Satisfaction among the Teacher Counselors in Selected Public Secondary Schools of Kiambaa Division, Kiambu County, Kenya

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Abstract: *The primary purpose of the study was to identify factors causing job satisfaction among the teacher counselors in selected public secondary schools in selected public secondary schools in Kiambaa division, Kiambu district. The researcher identified factors contributing to job satisfaction of teacher counselors. These factors include recognition for work done, level of supervision, relationship with stakeholders, communication system, and sense of achievement, autonomy, task variety, and significance. The study used descriptive research design. Simple random sampling technique was used to select the sample. The primary data was collected through a questionnaire designed by the researcher and six point Likert scale was used to rate the job satisfaction levels. From the study, relationship with stakeholders, recognition by the principal for work done and opportunity to work with minimum supervision were identified as the major factors contributing most to job satisfaction. It recommends organization of in- service courses by the employer (TSC) in liaison with the Ministry of Education for the untrained teacher counselors and also for the advancement of the trained teacher counselors.*

Keywords: Factors, High Job Satisfaction, Teacher Counselors, Kiambu County, Kenya

1. Introduction

Most adults spend half of their working life in job related activities. The satisfaction they get from their job is an important consequence of coming to work, and a determinant of their behaviour, both on and off the job (Dessler, 1982). Researches on job satisfaction show that what happens to people during the work day has profound effects both on the individual employee's life and the society as a whole, therefore these events cannot be ignored if the quality of life is to be high.

Tangible ways in which job satisfaction benefits the organization include reduction in complaints and grievances, absenteeism, turnover, and termination; as well as improved punctuality and worker morale. Job satisfaction is also linked to a healthier work force. Brown (1996) notes that, some employers have found that satisfying or delighting employees is a prerequisite to satisfying or delighting customers, thus protecting the "bottom line". In education, the bottom line is the students and the society at large. A study by Kniveton (1991) in UK on teachers job satisfaction and attrition, found that those teachers scoring lower on the satisfaction scale had unfulfilled expectations, wanting more involvement on the part of pupils and felt that their own influence on those pupils should be greater.

Marianne Perie and David Baker (1997) a nationally representative survey of teachers in the U.S survey found that the factors such as; supportive and encouraging administration, cooperation among staff, teacher

participation in important school decision making, and recognition for a job well done played great role.

Teacher Counselors are crucial in this critical task of implementing mode of discipline from corporal punishment to Guidance and Counseling. It is therefore necessary that teacher counselors have the capacity and relevant knowledge, skills and attitudes to subscribe to the educational objectives and make them a reality (Republic of Kenya, 1994). The Koech Report (1999), recommended schools to have trained teacher counselors working with other teachers, parents, NGOs' and religious bodies for better services (Republic of Kenya, 2002).

During the last two decades there has been a frightful exodus from the profession to other more paying careers and what is alarming about the exodus is that it is depriving the teaching service of the younger, more energetic and more qualified people. With critical teacher shortages being projected in many countries and the competition from organizations increasing, the importance of attracting and retaining teachers cannot be ignored (Mutie, 1993). Low job satisfaction has been cited as a possible cause of the current teaching crisis in many countries (Harris 2001) and Kenya is no exception.

With high levels of job satisfaction among the teacher counselors, the study was to benefit the Government in reducing training cost of teacher counselors due to low turnover and to help the education managers to provide more satisfying conditions to enable the teacher counselors to work effectively. It was guided by Herzberg's Two-Factor Theory. The theory was developed by Frederick

Herzberg in 1966 (Howell and Dipboye, 1986). Herzberg looked at the causes of job satisfaction and dissatisfaction using a technique known as critical incidents analysis. In his research critical events experienced by workers were grouped into sixteen categories. Based on the analysis of those critical events, Herzberg suggested a 'Two-Factor' theory of job satisfaction/ dissatisfaction.

The researcher wished to study the whole of Kiambu district and all the job facets of teacher counselors but due to time and financial constraints the study was only confined to assessing the levels of job satisfaction of selected job facets of the teacher counselors in selected public secondary schools in Kiambaa division.

2. Materials and Methods

2.1 Research Design

The study used descriptive survey research design. This was to allow generalization of findings from the sample to the whole population and to allow objectivity. Surveys are also the excellent for the measurement of characteristics of large population (Mugenda & Mugenda 1999).

2.2 Location of Study Area

The study was carried out in Kiambaa division of Kiambu county, central province of Kenya. Kiambaa division is an agricultural area with various types of businesses going on. It is approximately 18kms from the Capital city, Nairobi.

2.3 Target Population

Population refers to an entire group of individuals, events, or objects having a common observable characteristic(s) (Orodho, 2005). In this study, the target population was all the teacher counselors in the twelve public secondary schools of Kiambaa division, Kiambu district. These teacher counselors were forty nine in total.

2.4 Sampling Techniques, Sample Size

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Mugenda and Mugenda, 1999). Due to the fact that the teacher counselors are many; wide spread across the country; lack of enough time, money, and personnel to locate all of them in order to carry out a complete census, a representative sample was selected from the accessible population (survey population), i.e. the teacher counselors in Kiambaa division.

The study used simple random sampling to select the schools. A list of all the twelve public secondary schools in Kiambaa division was compiled and final sample schools were randomly selected through simple random sampling method from the list (75% were to be selected, i.e. 9 schools).

In this study, the sample size was thirty seven teacher counselors from the selected nine schools who were all issued with the questionnaire. Four of them failed to return the questionnaire and therefore the researcher used thirty three respondents in the analysis.

One assumption of this study was that the sample schools had uniformity (homogeneity), that is all are secondary schools are hence same irrespective of their different categories such as boy/girls/mixed, day or boarding. It also assumed that each school had teacher counselors.

2.5 Data collection techniques and data analysis

The researcher collected primary, quantitative data through a self designed questionnaire which was delivered to the respondents by the researcher in person. The researcher ensured that the questionnaires were neat, easy to use and easy to code and analyze.

The data was analyzed through quantitative analysis by use of descriptive statistics. The factors contributing to job satisfaction and job dissatisfaction were analyzed on the basis of levels scored on a six point Likert Scale.

3. Findings

The questionnaires were studied carefully from question to question totaling the scores and then figures (frequencies) in items were converted into percentages for statistical analysis.

Table 1: The participants were both male and female teacher counselors

	<i>Number of Teacher Counselors</i>	
Sex	Frequencies	Percentage
Male	11	33
Female	22	67
Total	33	100

The table indicates that the counseling in these schools is dominated by female teachers. This could be as a result of the general assumption that counseling is for women and therefore can be offered best by female teachers

3.1 Factors that contribute to high teacher counselors job satisfaction

The factors were from 9 categories (job facets) namely pay, promotion and training, benefits, supervision, co-workers, work conditions, communication and work itself that are core in job satisfaction of workers. Factors that contributed to job satisfaction were analyzed as follows: responses 1 (completely satisfied), 2 (satisfied), and 3 (slightly satisfied) were categorized as high level satisfaction (satisfied) while responses 4 (slightly dissatisfied), 5 (dissatisfied), and 6 (completely dissatisfied) were categorized as low level satisfaction (dissatisfied). All those factors with summed up frequencies above 50% from responses 1, 2 and 3 were categorized as satisfying factors while those with less than 50% summed up frequencies were categorized as dissatisfying factors. Table 1 shows various factors that contribute to job satisfaction of teacher counselors and their frequencies in responses 1, 2 and 3 presented in percentage in order of satisfaction from the most satisfying (high level) to the least satisfying (low level). These findings are supported by (Okech, 2003)

Table 2: Factors contributing to teacher counselors' high job satisfaction in percentages (satisfaction level above 50%)

Item	Factors	Responses in %			
		1	2	3	Total
1	Recognition from the principal for	0	49	36	85
2	Opportunities to work without	12	36	37	85
3	Relationship with people involved	6	46	33	85
4	Receiving the necessary	6	24	52	82
5	The sense of achievement for task	15	46	18	79
6	The results of your own work.	0	39	36	76
7	Principal valuation of your ideas and suggestions.	6	33	33	73
8	The opportunity to use own	6	37	27	70
9	Communication of activities and	6	15	49	70
10	Involvement in decision making	6	24	37	67
11	Provision for school holidays.	18	30	15	64
12	The attitude of the students, teachers, and parents towards counseling.	0	18	46	64
13	Your freedom to select the guidance and counseling materials and speakers.	6	33	21	61
14	Extra duties other than counseling	0	33	24	58
15	The opportunities to develop and acquire new skills and abilities.	0	21	33	55

From Table 2, the relationship with other teachers and administration; recognition from principal for good performance; opportunity to work without supervision were perceived as the major contributing factors to job satisfaction with 85% of the teacher counselors indicating that they were satisfied with these factors. This concurs partly with the findings of the researches on job satisfaction by Kamau (2003) and Ingolo (1991) where the studies established that interpersonal relations was perceived as a major satisfier.

From the above findings, teacher counselors value their interpersonal relations which contribute towards good environment for their work. The feeling of acceptance among people that one interacts with everyday in the course of carrying out duties can affect productivity and the willingness to work within that organization.

Therefore a positive relationship at work with all those who interact regularly is very important to be able to produce more, an indication that team spirit to the teacher counselors is vital in their profession.

4. Conclusion and Recommendation

From the study, relationship with stakeholders, recognition by the principal for work done and opportunity to work with minimum supervision were identified as the major factors contributing most to job satisfaction. Overall job satisfaction level of the teacher counselors was 54.2%. this study recommends organization of in- service courses by the employer (TSC) in liaison with the Ministry of Education for the untrained teacher counselors and also for

the advancement of the trained teacher counselors. Schools should also find ways and means of ensuring that appropriate guidance and counseling office are provided, with the necessary facilities and materials required for counseling.

5. Future Scope

Factors' causing high job satisfaction among the teacher counselors in Kenya is a wide topic. Since the study was based in selected public secondary schools of Kiambu County it would be prudent to base it on other schools in the region and in other parts of the country. The study could also look at factors causing low job satisfaction among the teacher counselors.

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