

**THE INFLUENCE OF WORK ENVIRONMENT ON JOB SATISFACTION AMONG
TEACHERS IN PUBLIC PRIMARY SCHOOLS PROGRAMMES IN NEMBURE
DIVISION, EMBU WEST DISTRICT, KENYA**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT
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2015

DECLARATION

This research project report is my original work and has not been presented for a degree or other award in any other University.

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DEDICATION

This project report is dedicated to my beloved wife Marigu Mbogo and my daughters Victoria, Wincate and Stella for their prayers and support during this study.

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ABBREVIATION AND ACRONYMS

CARICOM	Caribbean Community
CCS	Caribbean Community Secretariat
CEART	Committee of Experts on the Application of the Recommendations concerning Teaching Personnel
D.E.O	District Education Officer
HFRP	Harvard Family Research Project
ILO	International Labour Organisation
IQ	Intellectual quotient
K.C.S.E	Kenya Certificate of Secondary Education
M.O.E	Ministry of Education
NSB	National Science Board
T.S.C	Teachers Service Commission
UALWC	University of Arizona Life Work Connections

ABSTRACT

The Kenya Vision 2030 aims at achieving a globally competitive and quality education, training and research for sustainable development. One major reason why people join and work in an organization is to satisfy their personal needs. Therefore the most important information to have regarding an employee in an organization is the factors influencing job satisfaction at the work place. This study will investigate the influence of work environment on job satisfaction among public primary school teachers in Nembure Division, Embu West District. The objectives of the study are: to establish how availability of teaching personnel influence job satisfaction, to investigate how school physical facilities influence job satisfaction, establish how parents involvement influence job satisfaction and establish how reward systems influence job satisfaction among public primary school teachers. The study was guided by Herzberg's motivation hygiene theory. The moderating and intervening variables were government policies and pupils' intellectual quotient respectively. The study used a descriptive survey design. The population of the study was 229 public primary school teachers. Stratified random sampling and purposeful sampling was used in this study resulting to a sample of 140 primary school teachers. Questionnaire was used to collect data. Ten (10) primary school teachers were used for Pilot testing before the commencement of the study. Data analysis was done using Statistical Package for Social Sciences and Ms Excel. Descriptive statistics was computed and data was presented using tables. Availability of teaching staff ensured teachers handle manageable workload and leads to teachers' commitment and loyalty to the job. Public primary have 11-15 teaching staff as indicated by 39.4% of respondents and have stayed in the schools for more than 16 years as indicated by 63.6% of the respondents. School facilities satisfy teachers and hence improve pupils' performance as indicated by 63 respondents (47.7 %). The parents should be involved in general meetings, school committees and parent teachers meeting. This is because parent involvement enhances education for students, parents, teachers, and schools as indicated by 47.7% of the respondents. Rewards motivate the teacher to perform better as indicated by 72.7 % of respondents. The research findings generated information which will be used by government departments in the ministry of education, government agencies, future scholars and other stakeholders to come up with learning programmes which will provide job satisfaction to secondary school teachers. The study will also be useful to future scholars as it will also add to the existing body of knowledge.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Keiyoro (2012) in the Task Force on the Re-Alignment of the Education Sector to the Constitution of Kenya 2010 and Vision 2030, singled out education and training as the vehicle that will drive Kenya into becoming a middle-income economy. In addition, the Constitution, 2010 provided for free and compulsory basic education as a human right to every Kenyan child. This can only be achieved if the teachers have job satisfaction. Teachers join the teaching force in order to satisfy their needs. The teaching profession plays a crucial role in the social economic development of Kenya. Teachers have the responsibility of implementing educational policies and programmes which lead to human resources development. A more efficient and effective teaching force is therefore key to the country's growth and development. Consequently, it is vital that the available teaching personnel be optimally utilized in order for the country to adequately respond to its developmental needs.

Kumari (2011) in his study on job satisfaction of the employees at the workplace indicated that job Satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their work. A person with high level of job satisfaction holds positive feelings about the job, while a person who is dissatisfied with his/ her job holds negative feelings about the job. Job satisfaction is an important concern for both the employee as well as the employer as it has an impact on much organizational behaviour. Buchel, Melgar, Rossi and Smith (2010) in their study on Job satisfaction and the individual educational level observed that impact of job satisfaction on happiness and well-being is undeniable. They reported that work occupies a large part of each worker's day and work is one's main source of social standing, it helps to define who a person is and affects one's health both physically and mentally. Satisfaction with one's job is an important component in overall well-being. Job-satisfaction includes judgments of the job as a whole, possibly including multiple facets such as the work itself, salary and other compensations, advancement, supervision and co-workers. These intrinsic and extrinsic job attributes are correlated to involvement or commitment which influence on productivity. Bucheli et al; further reported that job satisfaction could be explained by a set of personal economic and socio-demographic characteristics such as age, education, gender, relative income and cultural background. Cohen and Aya (2010) indicated that job satisfaction has been a key factor for understanding

occupational involvement and commitment. It is an overall perceptual response to and general attitude toward the current job. They further reported that lack of organizational commitment or loyalty has been cited as an explanation for employee absenteeism, turnover, reduced effort, theft, job dissatisfaction and unwillingness to be relocated.

Mwendwa (2013) in his study on influence of teachers' institutional motivation on pupils' performance at Kenya Certificate of Primary Education in public schools reported that many trained teachers in Kenya, have been leaving teaching to seek jobs which they consider better paying and more prestigious. In the sixties, independence opened up avenues of employment and made available numerous jobs in the public service. Availability of these jobs altered the position of the teaching profession in Kenya and other part of Africa. However, Omari (2005) in his study on educational expansion and the pattern of occupational choices of university students in Tanzania reported that in Ghana secondary school students ranked teaching position 18 among 25 occupations in terms of prestige. The attitude of young people towards the teaching profession is generally unfavourable worldwide and this explains that this can be partly explained on the ground of the inadequate salary schedules of the past. An unfavourable attitude towards teaching, which has been developed through the years, has been that the young people are recruited into teaching because they have been unable to meet the requirements of schools of engineering, medicine, law and other highly specialized preparations required in the sciences and government.

Olusegun (2012) in his study on the influence of motivation on turnover of library personnel in some public universities in South west Nigeria reported that a well-managed organization usually sees an average worker as the root source of quality and productivity gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. An organization is effective to the degree to which it achieves its goals. An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. In order to make employees satisfied and committed to their jobs there is need for strong and effective motivation at the various levels, departments and sections of the organisation.

Plunkett and Dyson (2011) in their study on examining the complex ecologies associated with educating and retaining new teachers in rural Australia reported that like salaries, working conditions also play a critical role in determining the supply of qualified teachers and in influencing their decisions about remaining in the profession. Research shows that safe

environments, strong administrative leadership, collegial cooperation, high parental involvement, and sufficient learning resources can improve teacher effectiveness, enhance their commitment to school and promote their job satisfaction. Characteristics of a school's student body are also important in increasing teacher satisfaction and keeping them in the profession. Kelly (2004) in the study on an event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools reported that students who go to school ready to learn, obey school rules, show respect for their teachers, and exhibit good learning behaviors not only can contribute to a positive school climate, but also can increase teacher enthusiasm, effectiveness and commitment. National Science Board (NSB) (2008) on the study on elementary and secondary education, reported that working conditions are strongly associated with teacher commitment to teaching. Regardless of what they taught, teachers who worked in a positive school environment tended to be more likely to consider teaching as a long-term career and to believe they would choose the profession again.

Bessel, Dicks and Kepner (2013) in their study on Understanding Motivation as an Effective Tool for Managers stated that an individual should be provided with an enabling environment to perform and produce the desired results. The teacher being an instrument of this success requires the physical, psychological, economical and social comfort. Muinde, M (2013) in his study on the influence of head teachers' management practices in teacher motivation and job satisfaction in public primary schools pointed out that one of the signs of deteriorating conditions in an organization is low job motivation and job satisfaction. It leads to strikes, slow downs, absenteeism and employees' turnover. It may also lead to low productivity disciplinary and organizational difficulties. Mhishi, Erinos, and Sana (2012) in their study on the Science Teacher Training Programme in Rural Schools reported that most teachers working in rural areas find themselves disadvantaged compared to their urban area counterparts. Mhishi et al; further reported that these teachers have no access to facilities such as libraries, good housing, banking, clean tap water, Internet services and electricity. Lack of these basic amenities have made most rural school teachers frustrated and are now concentrating more in improving their living conditions in the rural areas at the expense of diligently discharging their duties thus concerning performance in school. They further reported that this could be the reason as to why most teachers have resulted into venturing into business, farming and going back to college for further studies while others leave teaching for greener pastures elsewhere. It is clearly evident that most teachers in Kenya are fighting to move and work in urban areas and a majority of those who go for further studies

do not opt to go back to rural areas to teach. Others do not even wish to get back to the teaching profession. It is therefore on the basis of the challenges of the teaching profession that the research is going to assess the influence of work environment on job satisfaction among teachers in public primary schools programmes in Embu West District, Embu County.

1.2 Statement of the problem

Many teachers in Kenya and Embu County in particular are leaving the teaching frontline for jobs in other sectors (Mutune and Orodho, 2014). In the recent years large numbers of teachers have been leaving the profession before regular retirement age (Ingersoll, 2006). Filling vacancies, seeking qualified candidates, and introducing and mentoring new teachers all involve financial costs (Brenner,2007) and the consequences is even worse if unqualified or partially qualified individuals have to be hired to replace those who leave (NCTAF,2006). Hill (2010) indicated that employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. The management's role in enhancing employees' job satisfaction is to make sure that the work environment is positive, morale is high and employees have the resources they need to accomplish the tasks they have been assigned (Hill, 2014). Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches and committed to students and change over the lifetime of their teaching careers. However, there is also negative work behaviour such as lateness, absenteeism, lack of zeal in carrying out assigned tasks and sneaking out of school to run private businesses (Nyakundi, 2012). This unwholesome attitude to work seems to suggest that these teachers are greatly dissatisfied with their job. It is therefore on the basis of the challenges of the teaching profession that the research is going to assess the influence of work environment on job satisfaction among teachers in public primary schools in Nembure Division, Embu West District, Embu County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of project work environment on job satisfaction among teachers in public primary schools programmes in Nembure Division, Embu West District, Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:

1. To establish how availability of teaching force influence the teacher's job satisfaction in public primary schools programmes in Nembure Division, Embu West District, Embu County.
2. To assess how school physical facilities influence teachers job satisfaction in public primary schools programmes in Nembure Division, Embu West District, Embu County.
3. To establish the extent to which parents involvement in schools influence teacher's job satisfaction in public primary schools programmes in Nembure Division, Embu West District, Embu County.
4. To establish the influence of reward systems on teachers job satisfaction in public primary schools programmes in Nembure Division, Embu West District, Embu County.

1.5 Research Questions

The study will use the following research questions

1. How does availability of teaching personnel influence teacher's job satisfaction in public primary schools programmes in Nembure Division, Embu West District, Embu County?
2. To what extent do school physical facilities influence teacher's job satisfaction in public primary schools programmes in Nembure Division, Embu West District, Embu County?
3. How does parents involvement in schools influence teacher's job satisfaction in public primary schools programmes in Nembure Division, Embu West District, Embu County?
4. To what extent do reward systems influence teacher's job satisfaction in public primary schools programmes in Nembure Division, Embu West District, Embu County?

1.6 Significance of the Study

The study assessed the influence of work environment on job satisfaction among public primary schools programmes in Nembure Division, Embu West District, Embu County. The research findings generated new information which will help school managers to be able to understand the influence of work environment on job satisfaction among public primary school teachers. The generated information will also help government departments in the Ministry of Education to come up with learning programmes which will benefit both teachers and students in public schools. The study will also help policy makers in planning the strategies which will assure teachers job satisfaction. The study will also be useful to future scholars as it will also add to the existing body of knowledge. This will improve provision of education to students and hence achievement of millennium development goals and vision 2030.

1.7 Limitations of the study

There could be low return late but to avoid this limitation, the questionnaires were in most cases administered, filled and picked the same day. In cases where the right respondents were not available, the questionnaires were left and picked after two days.

There was limited time for this study and therefore the researcher looked time to carry out the research study.

1.8 Delimitations of the study

The study was conducted in Nembure Division, Embu West District, Embu County. A total population of 229 public primary school teachers were considered and a sample 140 public primary school teachers was picked using stratified sampling and proportionate sampling.

1.9 Basic Assumptions of the study

The study was based on the following assumptions:

The researcher assumed that all the respondents to the instruments were available and could co-operate in responding to all questions in the research instruments. The researcher also assumed that the school administration would allow the researcher to interview the teachers.

1.10 Definition of significant terms

Facilities	Equipment, buildings belonging to or used by a public primary school or schools system for school purposes.
Housing	Allocating a teacher a standard house for living in.

Intellectual quotient (IQ)	The capacity of the pupil to understand academic issues.
Job Satisfaction	This is the feeling by the public primary school teacher towards the job they do with regard to conditions of work and the rewards accrued.
Parental involvement	This is the way parents, guardians, stepparents, siblings, members of extended family, and any other adults who might carry the primary responsibilities for a child's health, development and education engage themselves in the activities of the school through attendance to general meetings, meeting with teachers and parents service in school committees.
Reward System	This is the compensation given to public primary school teachers for the services they render in terms of salary and incentives.
School facilities	These include classrooms, desks, teacher houses, instruction tools, equipments and materials in a public primary school.
Work environment	These are the project conditions in which teachers teach.
Workload	Manageable teaching lessons allocated to the teacher.

1.11 Organization of the study

The Research project covers five chapters.

Chapter 1 covers the background of the study and statement of the problem. This is followed by setting of research objectives and research questions. Then justification of the study, limitations, delimitations, significance of the study, definition of key terms and conclude with the organization of the study.

Chapter 2 covers literature review from various sources to establish work done by other researchers, their findings, conclusions and identification of knowledge gaps which forms the basis of setting objectives and research questions for the study. The theoretical and conceptual framework is explained.

Chapter 3 entails the research design, population and sampling, sample size and sampling procedures. This is followed by data collection methods, data collection instruments, validity, reliability, data analysis procedures, ethical considerations and operationalisation definition of variables.

Chapter Four covers data analysis, presentation and interpretation of findings. It is be concluded with summary of the chapter.

Chapter Five covers summary of findings, discussion, conclusions and recommendations of the study. It is concluded with suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of empirical literature on the influence of work environment on job satisfaction among teachers in public primary school programmes in Nembure Division, Embu West District, Embu County. These objectives include availability of teaching personnel, school facilities, parents' involvement and reward systems. The chapter also presents the theoretical framework of the study, conceptual framework and the research gaps for further study.

2.2 Theoretical review

This study is based on Herzberg's motivation hygiene theory. This theory helped in learning the factors that bring about satisfaction and dissatisfaction in the life of a worker. Herzberg is most noted for his famous 'hygiene' and motivational factors theory and he was essentially concerned with people's well-being at work. Underpinning his theories and academic teachings, he was basically attempting to bring more humanity and caring into the workplace. He sought to primarily explain how to manage people properly, for the good of all people at work. Herzberg's research proved that people will strive to achieve 'hygiene' needs because they are unhappy without them, but once satisfied the effect soon wears off - satisfaction is temporary but people are only truly motivated by enabling them to reach for and satisfy the factors that are real motivators, such as achievement, advancement, development which represent a far deeper level of meaning and fulfillment. The examples Herzberg's 'hygiene' needs or maintenance factors in the workplace are policy, relationship with supervisor, work conditions, salary, company car, status, security, relationship with subordinates and personal life. Herzberg's true motivators are achievement, recognition, work itself, responsibility and advancement. This study intends to establish how work environment influence job satisfaction among public primary school teachers in Nembure Division, Embu West District, Embu County.

2.2.1 Job satisfaction among public primary school teachers

International Labour Organisation (2011) recommended that there should be a clear scheme of service and promotion procedures and those measures should be taken to achieve greater commitment through changes in the teaching environment. The governments should seriously

consider training, working and living conditions of teachers. However this is not the case since the employment policies laid down by the employer about how certain issues should be undertaken have been neglected. Some of these crucial issues which have greatly demotivated teachers includes the issue of upward mobility. The employer in most cases does not adhere to the laid or written policies on how many years a teacher should work or stay in one job group before he is moved to the next, neither do they follow clear procedures supposed to be used in doing the same. This has become more serious where some teachers stay in one job group or even retire before they become anything better than a class teacher. There is even no certain merit for promotion. This has adversely been affected by corruption where some teachers may be promoted barely three years after their probation period while others are not. Promotion depends on what you have and who you know. This has greatly demoralized the teacher who does not even see the need of working hard since there's nothing to motivate them.

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior (Filak and Sheldon, 2003).

Chepyator (2013) reported that Gathachi report of 1976 noted with great concern the rising rate of unemployment among school leavers and recommended the restructuring of the education system curriculum in order to have more streams of science, mathematics and, technical and vocational subjects. The Mackay Report of 1981 influenced the extension of primary education from seven to eight years and thus influenced the restructuring of the education system from 7-4-2-3 to 8-4-4 and hence the introduction of technical and vocational training. These reports aimed at making the graduate suitable for the job market and hence achieve job satisfaction.

Odhiambo (2011) indicated that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction among teachers is very crucial to the long-term growth of any educational system around the world. There is need for the Teachers Service Commission to seek for ways and modalities of attracting and maintaining teachers in the teaching profession.

Miller (2013), pointed out that enormous political interference in the appointment of school managers adversely affects the teachers satisfaction since the right procedures are not followed and hence hindering qualified teachers from being promoted to the managerial positions. This may lead to lack of upward mobility in the profession and leads to job dissatisfaction.

Commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone and Pennel, 1993). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001).

2.2.2 Influence of work environment on job satisfaction

Some teachers experience stagnation and when this occurs, they are demoralized, frustrated and dissatisfied with their jobs and look elsewhere for greener pasture. This dissatisfaction can also be manifested in partial commitment to work, early retirement and resignation. Work environment is an important issue that can affect the job satisfaction of teachers in school projects. Obineli (2013) argued that inspired workplace will result in inspired workers and draws attention to the importance for work performance, the atmosphere, quality and style of buildings and offices. environment conditions enhance working. Such conditions like suitable temperature, humidity, ventilation, lighting, cleanliness of the workplace and adequate tools and equipment (such as public address system, computer, resource materials for teaching, good offices) are important in job satisfaction. Good working conditions provide greater physical comfort for teachers and boost their morale. While very poor conditions breed frustration and regret and consequently a high sense of dissatisfaction. Okonkwo and Obineli (2011) stressed that many teachers in public schools lack motivation and job satisfaction because of poor salary and the poor condition of the environment of their workplace. This is because a workplace environment with essential facilities is a prelude to job satisfaction among workers. If secondary school teachers are well paid, they can still go an extra mile (like the research subjects) to ensure that they have a stimulating project working environment.

Obineli (2013) reported that there are several factors that may affect the level of job satisfaction and these are salary, promotion, work environment and in-service-training. All over the world, people engage in work in order to receive pay with which to acquire necessities and luxuries needed to better their lives. In addition, workers (and in this case, teachers) also need money to enable them to care for members of the extended family. Some teachers experience stagnation and when this occurs, they are demoralized, frustrated and dissatisfied with their jobs and look elsewhere for greener pasture. This dissatisfaction can also be manifested in partial commitment to work, early retirement and resignation. The work environment is an important issue that can affect the job satisfaction of teachers. Obineli (2010) argued that inspired workplace will result in inspired workers and draws attention to the importance for work performance, the atmosphere, quality and style of buildings and offices. The work environment embraces working. Thus conditions such as the temperature, humidity, ventilation, lighting, noise, cleanliness of the workplace and adequate tools and equipment (such as public address system, computer, resource materials for teaching, good offices). Good working conditions provide greater physical comfort for teachers and boost their morale. While very poor conditions breed frustration and regret and consequently a high sense of dissatisfaction. Okonkwo and Obineli (2011) stressed that many teachers in public schools lack motivation and job satisfaction because of poor salary and the poor condition of the environment of their workplace. This is because a workplace environment with essential facilities is a prelude to job satisfaction among workers. If secondary school teachers are well paid, they can still go an extra mile (like the research subjects) to ensure that they have a stimulating working environment.

2.2.3 Influence of teaching personnel availability on job satisfaction

Ewen (2008) reported that further training of teachers is an inevitable factor in the teaching and learning process. The government and all employers of labour normally embark on staff development programmes in order to improve the performance of workers and greatly enhance productivity. In the case of teachers, the sandwich programme has been introduced so that they (teachers) improve themselves academically without disrupting the school's academic calendar. Obineli (2013) stated that teachers' satisfaction is directly linked with the quality and quantity of training and career opportunities provided. Schmidt (2010) reported that training is a set of planned activities on the part of an organization to increase the job knowledge and skills and to modify the attitudes and social behavior of its members in ways consistent with the goals of the organization and the requirements of the job. Training is also

the systematic development of the knowledge, skills, and attitudes required by a person in order to effectively perform a given task or job. He further noted that training is a pervasive activity in society, taking place within industry and commerce, government agencies and departments, health care organizations, and all branches of the armed service. Within every organization, training occurs at all levels of personnel and trainees may vary in terms of age, work experience, disability, educational background, ethnic origin, and skill level.

Schmidt (2007) reported that opportunities for training and development are major factors in decisions regarding employee career choices. Despite the importance, many research studies on job satisfaction do not address satisfaction with workplace training as an element of overall job satisfaction, and many job satisfaction survey instruments do not include a satisfaction with workplace training component. They are factors evaluated in the job hunting process by prospective employees, are cited in surveys as to why workers accept jobs with certain employers, and are noted as reasons why employees stay with an employer and why they leave one employer for another. Despite the importance of workplace training, many research studies on job satisfaction do not address satisfaction with workplace training as an element of overall job satisfaction and many job satisfaction survey instruments do not include a satisfaction with workplace training component. Khawaja et al. (2010) stated that employee training is linked to improved business results and it is also a powerful factor in shaping employee attitudes. It creates a motivation for increased discretionary behavior and a satisfaction with career development that ultimately leads to increased job satisfaction. Jobs with high scope and associated potential development lead to enhanced motivation, job satisfaction and performance. Armstrong (2009) stated that the world is changing rapidly and businesses required being more competitive, the need for employees to be on top of their job has increased. Change is the order of the day, working methods and techniques are witnessing a change giving birth to the need for employees to learn continuously. The objective for the organizations is to improve business processes through enhanced learning that stimulates better performance. The ultimate objective for any business entity is to create an engaged and committed employee base resulting in better performance of the individuals and business. Training acts as a pathway for learning, Learning and Development is an important factor in creating a sense of progression and purpose that leads to organizational commitment.

Choo and Bowley (2007) found that training positively impacts productivity, which results in higher level of customer and employee satisfaction thus increasing brand value. Aligned with

the aforementioned researchers findings Michael and combs (2008) in their study, revealed that training can reduce probability of failure as training effects performance, enlarges the skill base and develops the level of competence, It helps in developing climate for learning which not only aids in training to flourish but also supports self-managed learning.

2.2.4 Influence of school physical facilities on job satisfaction

University of Arizona Life Work Connections (2013), employees seek to be treated with respect by those they work with. A hostile work environment with rude or unpleasant coworkers usually has lower job satisfaction. Managers and supervisors need to step in and mediate conflicts before they escalate into more serious problems requiring disciplinary action. Employees may need to be reminded what behaviors are considered inappropriate when interacting with coworkers. Effective managers should know their employees need recognition and praise for their efforts and accomplishments. Employees also need to know their supervisor's door is always open for them to discuss any concerns they have that are affecting their ability to do their jobs effectively and impeding their satisfaction at the office.

Caribbean Community Secretariat (2011) observed that the provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating program success. Lack of facilities makes teaching ineffective for the teacher and this demoralizes the teacher no matter how determined he/she may be in achieving certain goals. In such cases the teacher is left to teach without essential facilities and where possible forced to improvise in order to make learning effective. This becomes more difficult especially in the teaching of technical subjects and science subjects, which are even compulsory in the Kenyan education system. This affects performance of the students and also demoralizes the teacher. While the vice versa is true.

Hill (2010) stated that employees spend so much time in their work environment each week and therefore it is important for companies to try to optimize their working conditions like providing spacious work areas rather than cramped ones because adequate lighting and comfortable work stations contribute to favorable work conditions. Providing productivity tools such as upgraded information technology to help employees accomplish tasks more efficiently and contributes to job satisfaction as well. Nganzi (2013) reported that teacher's job satisfaction is unavoidable phenomenon in school environment. Teachers need to be motivated and reinforced in their career if they are to execute a quality job in schools. Dealing with a workload that is far too heavy and deadlines that are impossible to reach can

cause job satisfaction to erode for even the most dedicated employee. Falling short of deadlines results in conflict between employees and supervisors and raises the stress level of the workplace. Many times, this environment is caused by ineffective management and poor planning. The office operates in a crisis mode because supervisors do not allow enough time for employees to perform their assigned tasks effectively or because staff levels are inadequate.

Wycliffe et al. (2013) reported that the objectives of the 8.4.4 system were to equip learners with adequate intellectual and practical skills to enable them cope with the challenges of life in urban and rural areas. However, the system was rushed for implementation before proper groundwork and preparations were done. The teachers expected to implement it were not trained and the necessary facilities like the workshops for technical subjects, home Science rooms, laboratories for science oriented subjects and libraries were not either not build or poorly equipped. This made it very difficult for the teachers to teach without these facilities while others were forced to improvise them. This made the teaching very challenging resulting to low morale among the teachers. As a result the system failed to achieve its objectives.

Kelechukwu (2011) pointed out that educational administrators in schools should apply administrative theories in carrying out their administrative tasks. When the application of these theories is neglected, the results may be made manifest through strained relationships between the head, inefficiency in the pre-current and use of resources and consequently poor academic performance are likely to occur and thus may affect the teachers' motivation. Zingesser (2012), reported that career satisfaction and job satisfaction both relate to happiness with one's work life, but contribute to contentment in separate ways. Career satisfaction may be defined as the level of overall happiness experienced through one's choice of occupations. Job satisfaction relates to one's current work situation and is dependent on many factors, including the marketplace, work conditions, job location, and other dynamic influences. An individual may feel very certain of having made a correct career choice but be experiencing an unsatisfactory current work experience. Conversely, a current job situation may have many positive components but not be fully satisfying as a career choice.

Fatuma (2012) reported that the role of teacher is pivotal in education and training .It is on his teaching and guidance that the future of countless generations depends. If a teacher is satisfied with his job, much can be expected from him. A satisfied teacher might be

successful in improving the quality of his/her teaching and improve the quality of students as well. Causes of stress are of much importance in establishing a job satisfaction level. A teacher should be knowledgeable, humorous, flexible, upbeat, clear and concise, open, patient, a role model, able to relate theory to practice, self confident, diversified in students preparation, well groomed and having good personal traits in order to come close to perfection. Education is the backbone of a nation and teachers are the builder of that backbone. So teacher's job satisfaction plays a vital role behind this. A large number of teachers like this profession, which impacts on their job satisfaction. It differs because of male and female teacher's perspective. Female teachers are more satisfied with their professional role as a teacher than their male counterparts. The teachers identified some factors which affects on their job satisfaction, like, supervision (especially by head teacher) working environment, interpersonal relationship with college, organizational policy like promotion and salary.

Many factors motivate individuals to pursue a teaching career, including the desire for personal growth and continued learning, to have a positive impact on others' lives and contribute to society, and to attain stable, secure employment (Mansfield et, al; 2012). Kabango (2013) reported that job satisfaction is impacted by an employee's views about the fairness of the company wage scale as well as the current compensation she may be receiving. Companies need to have a mechanism in place to evaluate employee performance and provide salary increases to top performers. Opportunities to earn special incentives, such as bonuses, extra paid time off or vacations, also bring excitement and higher job satisfaction to the workplace. Compared to other professions with the same education qualifications, teachers are the least paid people in the society hence the profession being regarded as useless.

Mansfield et, al (2012) further found that teachers did not enter the profession for the money, but rather the intrinsic satisfaction of working with children. Yet, when they left the profession, teachers reported low pay as the second reason for leaving following the lack of efficacy. The combination of discovering teaching both difficult and financially unrewarding discouraged longevity in the profession, citing reasons of job dissatisfaction. They further found that high beginning salary levels attracted more able individual into teaching and that higher average salaries reduced teacher turnout rates.

Hightower (2011) reported that even though having a positive impact on students' achievement appears to be the prime motivator of teachers, salaries also play an important role. Research shows that teacher behaviour is strongly affected by salary levels including the decision to enter the profession, the decision to stay in a school district and the decision to remain in or leave the teaching profession. Baird (2013) describes a teacher's chief difficulty as poverty. There are some big prizes at the end of the profession and a few lucrative sidelines, but the average teacher in every land must be resigned to a life of genteel poverty. This makes teachers live a poor life full of bitterness and mockery from their fellow colleagues who have landed in better paying professions. This may demotivate the teacher making them inefficient in their work and developing a dislike for their job. Lee (2014), pointed out that it is absurd to maintain within mass education the objectives of a system designed for the education of the elite. A few years ago, holding of University degree or secondary education qualifications assured students a certain social status, with the corresponding remuneration. One of the effects of present-day mass education is the impossibility of guaranteeing all students a job commensurate with their qualifications. The change also affects levels of motivation the teacher can expect and utilized in his/her students. Nowadays employment would make nonsense of this kind of reasoning. Many of those who teach have to cope with this uncertainty by pointing out that circumstances have indeed changed, thus making redundant their desire to work objectives, which no longer correspond to the circumstances existing in the society today.

2.2.5 Influence of parents involvement on job satisfaction

Harvard Family Research Project (HFRP) (2006) believes that children must have a range of learning environments around them or complementary learning which include family, early childhood programs, schools, out-of-school time programs and activities, libraries, museums and other community based institutions. Reutzell and Cooter (1996) reported that positive effects on parental involvement were shown to increase when choices were provided to the parents. The schools that offered a variety of ways for parents to get involved had an increased effect on student achievement. This increase in parental involvement has shown a consistent, positive relationship in students' achievement and development in school. Wanke (2008) stated that parent tutoring brought considerable improvements to a broad array of

students. Socioeconomic status has been recognized as an influential factor concerning parental involvement. Children need families that can provide literacy rich environments that often foster readers in the school and if parents are not literate, they cannot assist their children with school work at home (Wanke, 2008).

The kinds of parent participation include telephone and written home-school communications, attending school functions, parents serving as classroom volunteers, parent-teacher conferences, and homework assistance/tutoring, home educational enrichment, and parent involvement in decision making and other aspects of school administration. Parents should be involved with the schools in a variety of ways and that school personnel should spend time encouraging and training parents to become involved school activities. Parent involvement in administrative areas such as teacher and principal selection and evaluation is not welcome by the administration and thus they are less enthusiastic to parents involvement in selection of texts and other teaching materials or setting priorities for the school budget. They also tend to feel that parents do not have enough training to make school decisions, although surveys of parents indicate that the majority of them feel they are capable of making sound decisions (Kimiya, 2011).

In general, parent involvement is associated with children's higher achievement in language and mathematics, enrolment in more challenging academic programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower dropout rates. (Henderson and Mapp, 2007) while Caples and Barrera (2006) indicated that there is everyone benefits when parent and family involvement occurs in educational settings. Chen (2008) reported that whether a program is at the preschool, elementary, or high school level, parent involvement enhances education for students, parents, teachers, and schools.

The benefits of parental involvement other than student achievement include the elimination of mistaken assumptions parents and school people may hold about one another motives, attitudes, intentions and abilities, the growth of parents' ability to serve as resources for the academic, social and psychological development of their children with the potential for much longer term influence, the increase of parents' own skills and confidence, sometimes furthering their own educations and upgrading their jobs, thus providing improved role models for their children and the increase in parents serving as advocates for the schools

throughout the community. In general, parent involvement is associated with children's higher achievement in language and mathematics, enrolment in more challenging academic programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower dropout rates (Kimiya, 2011).

2.2.6 Influence of reward systems on job satisfaction

Westover et al (2010) reported that worker's job satisfaction is a major concern for management in many modern organizations. Kinicki and Kreitner (2007) stated that while many argue that each business entity whether small, medium or big has its own unique way of motivating its employees, job satisfaction of workers can be commonly grouped into five distinct model categories namely need fulfillment, discrepancies, value attainment, equity, and dispositional/genetic components models. These are explained as: need fulfillment is based on the satisfaction determined by the extent to which a job, with its specified characteristics and duties, allows an individual worker to meet his/her personal needs. Second, the discrepancy model explains that satisfaction is a result of met, or sometimes unmet, expectations. Third, the value attainment models are based on the belief that satisfaction comes from the perception that one's job fulfills an individual's work values. Fourth, the equity models assert that satisfaction is based on the perception of how fairly an individual is treated at work. This is largely based on how one's own work outcomes, relative to his/her inputs and efforts, compare to the input/output of others in the work place, and lastly; the dispositional/genetic components models suggest that individual employee differences are just as important for determining job satisfaction and success as workplace related factors.

Commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Ololube,2007). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). Mikander (2010) reported that the right combination of immaterial and material rewards can boost up the employees' work motivation and enhance their commitment to the company.

Wright and Bonett (2007) observed that workers with higher level of job satisfaction would display a decreased propensity to search for a job and decreased propensity to leave the organization. In the same way, employees who perceive their needs as unmet grow in general dissatisfaction and become increasingly attracted to competing places of employment. Nevertheless, the most accepted and common facets of job satisfaction are the satisfactions with pay, promotion opportunities, coworkers, supervision, and the work itself. Westover and Taylor (2010) observed that turnover appears to be a major issue for many organizations and indeed a problem of considerable importance because of the costs associated with hiring and training new personnel. However rewards, particularly intrinsic rewards, such as interesting job and job autonomy, are found to be the major drivers of job satisfaction for most countries.

2.6 Conceptual framework of the Study

Figure 1 shows the conceptual framework of the study.

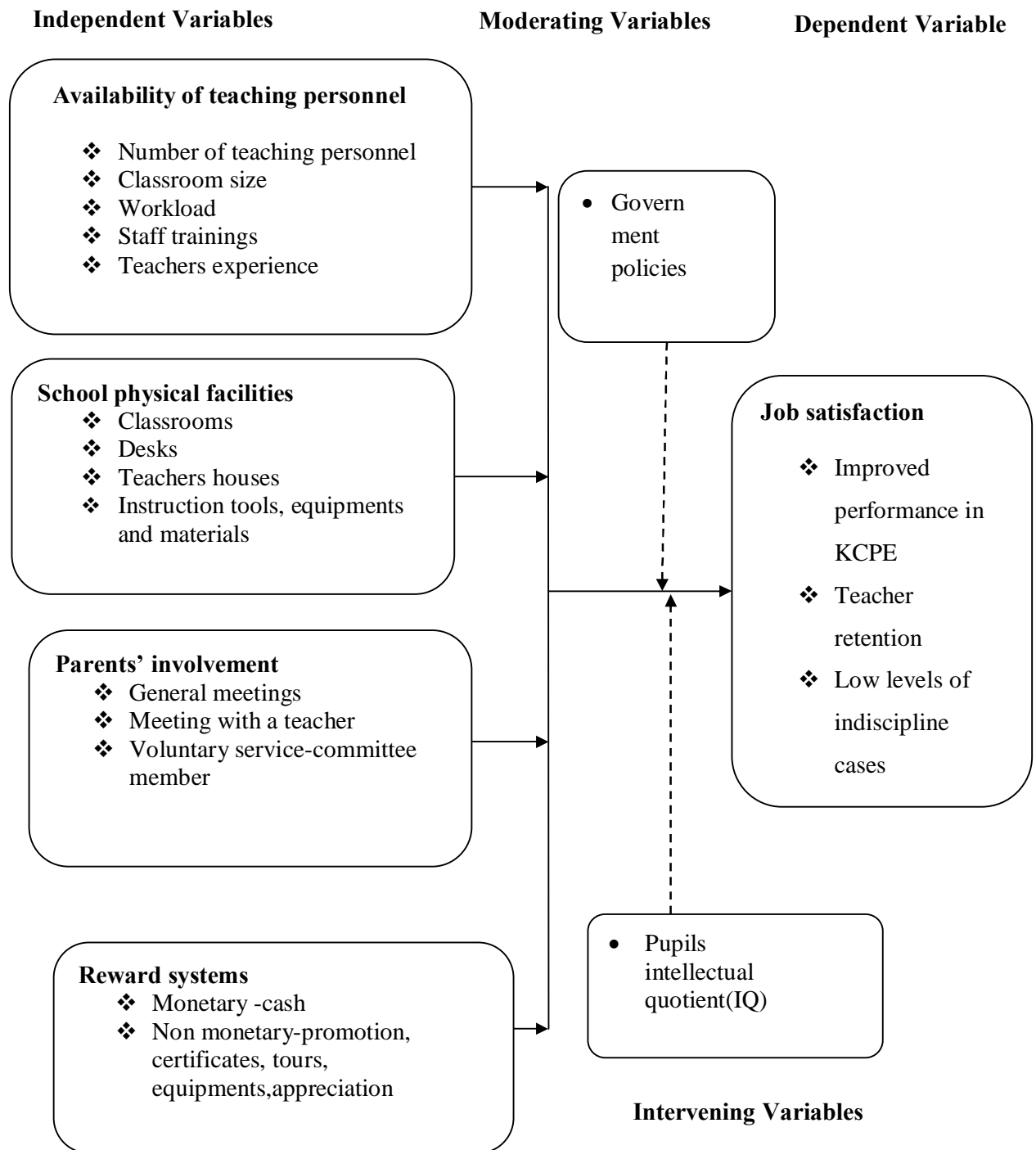


Figure 1 Conceptual Framework

2.4 Summary of literature review

This chapter has presented a review of empirical literature on influence of work environment on job satisfaction among public primary school teachers. The objectives discussed are availability of teaching personnel, school physical facilities, parents involvement and reward systems. The chapter also presents theoretical frame work of the study, conceptual framework and the research gaps for further study.

2.5 Research gap

The study reflects on factors influencing project work environment on job satisfaction among teachers in public primary schools programmes in Nembure Division, Embu West District, Kenya namely availability of teaching personnel, school facilities, parents involvement and reward systems influencing job satisfaction among public primary school teachers. The study has not considered about how good relationship with supervisors, tactful discipline and organizational policies affect job satisfaction and hence creating a gap for further study. There is therefore the need to carry out further research on the influence good relationship with supervisors, tactful discipline and organizational policies influencing job satisfaction of public primary school teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology which will be used to find answers to the research questions. The research design, target population, sampling technique and sample size, data collection methods, instruments of data collection, reliability and validity of the data collection instruments and finally the data analysis are presented in the chapter and ethical considerations.

3.2 Research design

A research design is a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answers to research questions; it is the heart of any study (Kothari, 2004). The data was collected using a descriptive survey design. The study used this design because it looks at the phenomena, events and issues the way they are (Mugenda and Mugenda, 2003). This design is used because it examine the problem at hand thoroughly to define it, clarify it and obtain pertinent information that can be of use to people in the education sector. The design is also able to accommodate the sample size of the 140 respondents and is good in generalization of the results. It is easy to administer and record answers in this design.

3.3 Target population

Oso and Onen (2005) defined target population as the total number of the subjects of interest to the researcher. The study focussed on a population of 229 public primary school teachers (18 male headmasters, 3 female head teachers, 45 male teachers and 163 female teachers). Table 3.1 shows the target population.

Table 3.1 Target Population

Category	Target Population
Male head teachers	18
Male teachers	45
Female head teachers	3
Female teachers	163
Total	229

Source : Nembure Division Education Office, 2013

3.4 Sampling procedure and Sample size

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005) while a sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 1999). In this study the sample was obtained using Krejcie and Morgan (1970). According to Krejcie and Morgan (1970), a total of 229 teachers require a sample of 140 teachers using the following formula and appendix 6:

$$S = X^2NP (1-P) / d^2 (N-1) + X^2P (1-P)$$

S = required sample size

X^2 = the table value of chi-square for one degree of freedom at the desired
Confidence level

N = the population size

P = the population proportion (assumed to be .50 since this would
provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

Stratified random sampling was used for teachers and purposeful sampling was used for head teachers resulting to a sample of 140 teachers as shown in Table 3.2. This study used stratified sampling since it covered male teachers and female teachers. Proportionate sampling was used because each category was allocated a sample of teachers depending on its proportion to the total number of teachers.

Table 3.2 Sample Size

Category	Target		Percentage
	Population	Sample Size	
Male head teachers	18	11	7.9
Male teachers	45	27	19.3
Female head teachers	3	2	1.4
Female teachers	163	100	71.4
Total	229	140	100

3.5 Data Collection Instruments

Questionnaires were used to collect data. Questionnaires are cheap to administer to respondents who are scattered over a large area. It is convenient for collecting information from a large population within a short span of time. The questionnaires had both open and closed ended questions. The structured questions were used in an effort to conserve time and money as well as to facilitate in easier analysis as they are in immediate usable form; while the unstructured questions were used to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information.

3.6.1 Validity of the Instruments

Validity is the accuracy, soundness or effectiveness with which an instrument measures what it is intended to measure. In this study, the instruments were first discussed between the researcher and the supervisor who provided his expertise and ensured that the instruments measured what they intended to measure as recommended by Kumar (2005). This was further ascertained by a panel of education experts drawn from Nairobi University to ensure that the items adequately represented concepts that covered all relevant issues under investigation, which comply with recommendations of Mugenda and Mugenda (2008).

3.6.2 Reliability of the Instruments

Mugenda and Mugenda (1999) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. This research study used test-retest method which involved administering the same

scale or measure to the same group of respondents at two separate times. This was after a time lapse of one week. A pilot study was conducted in the Embu west District where 10 teachers were picked randomly for the pilot study. Test re-test method was used to test for reliability of the instrument. The instruments was administered to the respondents and re-administered to the same respondents after one week. This was in line with (Shuttleworth, 2009), who stated that the instrument should be administered at two different times and then the correlation between the two sets of scores computed. This was done using Pearsons Product Moment correlation coefficient Formula. A correlation coefficient of 0.8 was obtained and thus the instrument was deemed to mean that the instrument was reliable and measurable.

3.7 Data Analysis techniques

The questionnaires were edited for the purpose of checking on completeness, clarity and consistency in answering research questions. The data was coded, tabulated and analysed using Statistical Package for Social Sciences and MS Excel based on study objectives. Descriptive statistics was computed and study findings were presented using percentages and tables and interpretations made.

3.8 Ethical considerations

The respondents of the study were treated with respect and their dignity maintained in order to avoid misunderstanding between the enumerators and respondents. They were informed of the purpose of the study. Each respondent was politely requested to fill the questionnaire and assured of confidentiality with regard to any information they provided.

3.9 Operational definition of variables

Table 3.2 Presents the Operational definition of variables that guided the study

Table 3.2 Operational definition of variables

Objective	Type of Variables	Indicator(s)	Measure(s)	Measurement scale	Type of analysis Tools
To establish the influence of teachers availability on job satisfaction in public primary school teachers.	Independent Availability of Teaching personnel	Teaching staff	Number of teachers in the school		
		Classroom size	Number of pupils per class	Ratio	Mean percentages
		Workload	Number of lessons per week	Ratio	Mean percentages
			Number of teachers to student ratio		
		Staff trainings	Number of trainings conducted	Ratio	Mean percentages
		Teachers experience	Number of years in teaching	Ratio	Mean percentages
To investigate school physical facilities influence the teacher's job satisfaction public primary school	Independent School facilities	Classrooms	Number of Male teachers	Ratio	Mean percentages
			Number of female teachers	Ratio	Mean percentages

teachers.		Desks	Number of years	Ratio	Mean percentages
		Teachers houses	Amount of salary	Ratio	Mean percentages
		Instruction materials	Number of instruction materials available	Ratio	Mean percentages
To establish the influence of parents involvement in schools on teacher's job satisfaction public primary school teachers	Parents involvement	General meetings	Number of general meeting held	ratio	Mean percentages
		Parent teacher meetings	Number of parent teacher meeting held	Ratio	Mean percentages
		Voluntary service	Number of parents in PTA	Ratio	Mean percentages
To establish the influence of reward systems on teachers job satisfaction public primary school teachers	Independent Reward systems	Monetary - cash	Amount of cash received	Ratio	Mean percentages
		Promotion	Number of times promoted	Ratio	Mean percentages
		Certificates of	Number of certificates issued	Ratio	Mean

		good performance			percentages
		Tours	Number of tours attended	Ratio	Mean percentages
		Equipments eg laptops	Number of equipments received	Ratio	Mean percentages
	Dependent Job satisfaction	Good performance in KCPE	Number of students joining secondary schools	Ratio	Mean percentages
		Teacher retention	Number of teachers who have transferred	Ratio	Mean percentages
		High level of discipline	Number of indiscipline cases	Ratio	Mean percentages

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

Introduction

This chapter contains data analysis, presentation and interpretation of findings. The study intended to assess the influence of project work environment on job satisfaction among teachers in public primary schools in Nembure Division, Embu West District, Kenya. The chapter discusses results of the study under the following headings: questionnaire return rate, demographic characteristics of the respondents, objectives of the study namely how availability of teaching personnel, school physical facilities, parents involvement and reward systems influence the teacher's job satisfaction in public primary schools in Nembure Division, Embu West District, Embu County.

4.2 Questionnaire Return Rate

From the study, the questionnaire return rate was 132 (94.3 %), as 140 questionnaires were used. This was possible because the questionnaires were administered by trained research assistants who administered questionnaires, waited for the respondent to complete and collect immediately.

4.3 Demographic Characteristics of the respondents

This section of the questionnaire discusses the respondent's gender, age and marital status. These social attributes were relevant to the study since they enabled the respondent to provide information that was, reliable and relevant to the study.

4.3.1 Study respondents by gender

The respondents from public primary schools in Nembure Division were asked to indicate their gender. The responses are shown in Table 4.1.

Table 4.1 Gender of the respondents

Gender of respondent	Frequency	Percentage
Male	91	68.9
Female	41	31.1
Total	132	100.0

The study findings indicated that 91 respondents (68.9 %) were males who were more than 41 respondents (31.1 %) who were females. This shows that majority of the respondents were males.

4.3.2 Study respondents by age

The respondents were asked to indicate their ages from among choices of age classes given. The respondents responses are shown in Table 4.2

Table 4.2 Age of respondents

Age of respondent in years	Frequency	Percentage
Below25	6	4.6
25-30	17	13.0
31-35	4	3.1
36-40	20	15.3
41-45	29	21.8
Above 45	56	42.2
Total	132	100

The findings show that 56 respondents (42.2 %) were above 45 years in age and 27 respondents (20.7%) were below 35 years in age and thus youthful.

4.3.3 Marital status of the respondents

The respondents were asked to indicate their marital status. The responses are shown in Table 4.3.

Table 4.3 Marital status of the respondents

Marital status	Frequency	Percentage
Married	109	82.6
Single	19	14.4
Widowed	4	3.0
Total	132	100.0

The findings indicated that majority of the respondents 109 (82.9%) are married. Marriage ascribes familial responsibilities to teachers and therefore they become more serious in their teaching.

4.4 Influence of how availability of teaching personnel influence the teacher's job satisfaction

This section sought to establish how the number of teaching personnel, size of class, appropriate number of pupils in a class, on job training and what made the teacher to be selected for the on job training influence job satisfaction.

4.4.1 How availability of teachers influence job satisfaction

The respondents were asked to indicate the number of teaching personnel in their school, number of years in teaching, appropriate number of pupils in a class, number of lessons, reasons for being selected for on job training, influence of teachers availability on job satisfaction and responses are in Table 4.4, Table 4.5, Table 4.6 and Table 4.7.

Table 4.4 Number of teaching personnel

Teaching personnel	Frequency	Percentage
Less than 10	27	20.5
11-15	52	39.4
16-20	40	30.3
More than 20 teachers	13	9.8
Total	132	100

The study showed that majority of the schools had 11-15 teachers as indicated by 52 respondents (39.4%) while some schools had more than 20 teachers as indicated by 13 respondents (9.8%).

Table 4.5 Number of years in teaching

Number of years	Frequency	Percentage
Less than 5	19	14.4
6-10	16	12.1
11-15	13	9.9
16-20	37	28.0
More than 20 years	47	35.6
Total	132	100.0

From the findings, 84 respondents (63.6%) have been in teaching for more than 16 years while 35 respondents (26.5%) have taught for less than 10 years. This shows 63.6% of teachers have experience of more than 16 years. Adequate teaching staff ensured teachers handle manageable workload (number of lessons) and leads to teachers' commitment and loyalty to the job.

Table 4.6 Appropriate class size according to teachers

Appropriate		
Class size	Frequency	Percentage
Less than 30	108	81.8
31-40	23	17.4
41-50	1	0.8
Total	132	100

From the findings, 108 respondents (81.8 %) indicated that a class of less than 30 pupils is appropriate for teaching. The total number of pupils in a class influence how teachers interact with the pupils.

Table 4.7 Number of lessons per week

Number of lessons	Frequency	Percentage
10-15	26	19.7
16-20	12	9.1
21-25	4	3.0
26-30	18	13.6
30-35	34	25.8
Over 35	38	28.8
Total	132	100.0

The findings show that 72 respondents (64.6 %) handle more than 30 lessons per week while 26 respondents (19.7%) handle 10-15 lessons per week.

4.4.2 Type of training attended in the last two years (2013-2014)

The respondents were asked to indicate type of training attended in the last two years (2013-2014) and reasons for being selected for the training and the influence of teachers' availability on job satisfaction and responses are in Table 4.8, Table 4.9 and 4.10 respectively.

Table 4.8 Type of trainings attended

Type of training	Frequency	Percentage
Mathematics training (Longman)	3	2.3
Teachers proficiency course	4	3.0
Special education	11	8.3
ECDE/Guidance and counselling	11	8.3
Social studies/GRC/English/ Kiswahili	20	15.2
SMASE	21	15.9
None	62	47.0
Total	132	100

From the findings, 70 respondents (53%) have attended on job training like SMASE, ECDE/Guidance and counseling training in the last two years (2013-2014). On job training improve the capacity of the teachers to teach.

Table 4.9 Reasons for being selected for on job training

Reason	Frequency	Percentage
My class was targeted	6	4.5
Because of good performance	11	8.3
Male teachers targeted	25	18.9
Female teachers targeted	23	17.5
Teaching the targeted subject	16	12.2
Not targeted	51	38.6
Total	132	100

From the findings, 11 respondents (8.3%) were selected to attend on job training because of their good Performance while 51 teachers (38.6%) have not attended any training.

Table 4.10 How availability of teaching personnel influence job satisfaction

Reasons	Frequency	Percentage
Teachers have confidence in their job	12	9.1
Teachers handle reasonable number of lessons and don't transfer easily	72	54.5
Pupils performance is improved	25	18.9
Teachers to handle their subjects well	23	17.5
Total	132	100.0

From the findings, 72 respondents (54.5%) indicated that availability of teaching personnel enable the teachers to handle reasonable number of lessons and do not transfer easily since they are satisfied with their job.

4.5 Influence of school physical facilities on teachers' job satisfaction in public primary schools

This section sought to investigate how school physical facilities influence teachers' job satisfaction. This section focused on classrooms, desks, tools, equipments, materials, offices and games equipments.

4.5.1 Influence of school physical facilities on teachers' job satisfaction

The respondents were asked to indicate the influence of school physical facilities on teachers' job satisfaction. Table 4.11 and 4.12 show the responses.

Table 4.11 Influence of school physical facilities on job satisfaction

Aspect	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Classrooms are comfortable and adequate	25	18.9	53	40.2	6	4.5	37	28.0	11	8.3
Desks are comfortable and adequate	17	12.9	38	28.8	18	13.6	43	32.6	16	12.1
School has adequate houses for teachers	9	6.8	17	12.9	11	8.3	11	8.3	84	63.6
The school has adequate offices	17	12.9	50	37.9	24	18.2	30	22.7	11	8.3
School has adequate offices which are well equipped	25	18.9	32	24.2	21	15.9	25	18.9	29	22
Instruction tools, equipments and materials are adequate	16	12.1	41	31.1	19	14.4	41	31.1	15	11.4
Enough game equipments which motivates the teachers in extra curriculum activities	7	5.3	47	35.6	28	21.2	29	22.0	21	15.9
Mean	17	12.9	40	30.3	18	13.6	31	23.5	27	20.5

The study showed that 25 respondents (18.9 %) strongly agreed that classrooms are comfortable and adequate; and School has adequate offices which are well equipped, 53 respondents (40.2 %) agreed that classrooms are comfortable and adequate, 28 respondents (21.2 %) remained neutral that the schools have enough game equipments which motivates the teachers in extra curriculum activities, 43 respondents (32.6 %) disagreed that desks are comfortable and adequate while 84 respondents (63.6 %) strongly disagreed that the school has adequate houses for teachers. On average 40 respondents (30.3%) agreed on all aspects.

4.5.2 Influence of school facilities on job satisfaction

The respondents were asked to indicate how school facilities influence job satisfaction and Table 4.12 shows the responses

Table 4.12 School facilities and job satisfaction

Influence	Frequency	Percentage
When facilities are adequate teachers are satisfied	13	9.8
School facilities satisfies teachers and hence improve pupils performance	63	47.7
School facilities enhance practicals and hence pupils perform better in examinations	41	31.1
Learning takes place in a conducive environment	15	11.4
Total	132	100.0

From the findings, 63 respondents (47.7 %) believed that school facilities satisfies teachers and hence improve pupils performance while 41 respondents (31.1%) believed that School facilities enhance carrying out of practicals and thus pupils perform better in examinations.

4.6 Influence of parents involvement in schools on teacher's job satisfaction

This section sought to establish the influence of parents' involvement in schools on teachers' job satisfaction.

4.6.1 How parents are involved in schools

The respondents were asked to indicate how parental involvement influence teachers satisfaction and their responses are shown in Table 4.13, Table 4.14 and Table 4.15

Table 4.13 How parents are involved

Involving parents	Frequency	Percentage
Parents contribute fees for their pupils	11	8.3
Parents contribute money for pupils and teacher awards	17	12.9
Parents attend pupils/parents workshops and general meetings	37	28.0
Involved in making decisions and in matters of discipline	40	30.3
Employ PTA teachers and hence improve performance	27	20.5
Total	132	100.0

From the study, 40 respondents (30.3 %) indicated that parents are involved through decision making decisions and in matters of discipline while 37 respondents (28.0 %) indicated that Parents attend pupils/parents workshops and general meetings.

Table 4.14 Influence of parental involvement on job satisfaction

Aspect	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Most schools involve parents through general meetings	63	47.7	47	35.6	15	11.4	1	0.8	6	4.5
Most schools involve parents through parent meeting with teachers	32	24.2	58	43.9	10	7.6	27	20.5	5	3.8
Most schools involve parents through services like committees	45	34.1	55	41.7	7	5.3	17	12.9	8	6.1
Mean	47	35.6	53	40.2	11	8.3	15	11.4	6	4.5

The study showed that 63 respondents (47.7 %) strongly agree that most schools involve parents through general meetings, 58 respondents (43.9 %) agreed that most schools involve parents through parent meeting with teachers while 55 respondents (41.7%) agree that most schools involve parents through services like committees. On average 53 respondents (40.2%) agreed on all aspects.

Table 4.15 Influence of parental involvement on job satisfaction

Influence	Frequency	Percentage
When parents attend pupils/parents workshop/meeting/teacher are encouraged and satisfied	35	26.5
When parents contribute towards awarding of teachers and teachers morale is boosted	60	45.5
When parents are involved children perform better	37	28.0
Total	132	100.0

From the study, 60 respondents (45.5 %) indicated parents contribute towards awarding of Teachers and teachers morale is boosted while 37 respondents (28.0 %) indicated that when parents are involved children perform better.

4.7 Influence of rewards on teachers job satisfaction

This section intended to establish how rewards influence job satisfaction.

4.7.1 Rewards and job satisfaction

The respondents were asked to indicate how rewards influence job satisfaction. Their responses are in Table 4.16.

Table 4.16 How good performers are rewarded

Rewards	Frequency	Percentage
Cash	23	17.4
Materials	54	40.9
Cash, materials and equipments	15	11.4
Any other	40	30.3
Total	283	100.0

From the study, 54 respondents (40.9 %) indicated that good performers are rewarded through material gifts while 15 respondents (11.4%) indicated they were rewarded through cash, materials and equipments. Rewarding of teachers improve job satisfaction.

4.7.3 How awards influence rewards on job satisfaction

The respondents were asked to indicate how rewards influence job satisfaction. Their responses are in Table 4.17.

Table 4.17 How rewards influence job satisfaction

Influence	Frequency	Percentage
It motivates the teacher to perform better	96	72.7
It raises teachers morale and make the teacher stay longer in the school without transfer	36	27.3
Total	132	100.0

From the study, 96 respondents (72.7 %) indicated that rewards motivates the teacher to perform better while 36 respondents (27.3%) indicated that rewards raises teachers morale and make the teacher stay longer in the school without transfer.

4.8 Summary of the Chapter

The data collected was analysed using Statistical Package for Social Sciences and tables were used to present data in APA table format. The questionnaire return rate was 132 (94.3 %), as 140 questionnaires were used for public primary teachers in Nembure Division. The data interpretation focused on the influence of project work environment on job satisfaction among teachers in public primary schools in Nembure Division, Embu West District based on availability of teaching personnel, school physical facilities, parents involvement and reward

systems on teachers' job satisfaction in public primary schools in Nembure Division, Embu West District, Embu County.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of findings of the study which formed the foundation for discussions. The discussions provided a firm basis upon which conclusions and recommendations were advanced to address the influence of work environment on job satisfaction among teachers in public primary schools in Nembure Division, Embu West District. It also includes suggested areas for further research.

5.2 Summary of Findings

The summary of findings is presented based on the four objectives of the study.

5.2.1 The summary of the findings based on objective one which was to establish how availability of teaching personnel influence the teacher's job satisfaction in public primary schools in Nembure Division, Embu West District, Embu County.

The study showed that majority of the schools had 11-15 teachers as indicated by 52 respondents (39.4%) while some schools had more than 20 teachers as indicated by 13 respondents (9.8%). From the findings, 84 respondents (63.6%) have been in teaching for more than 16 years. Adequate teaching staff ensured teachers handle manageable workload (number of lessons) and leads to teachers' commitment and loyalty to the job.

This study shows 63.6% of teachers have experience of more than 16 years and thus the school working conditions could be favourable. From the findings, 108 respondents (81.8 %) indicated that a class of less than 30 pupils is appropriate for teaching. This number of pupils allow teachers to interact well with the pupils. The study has shown that 72 respondents (64.6 %) handle more than 30 lessons per week.

From the findings, 70 respondents (53%) have attended on job training like SMASE, ECDE/Guidance and counseling training in the last two years (2013-2014). The study indicated that 11 respondents (8.3%) were selected to attend on job training because of their good performance. From the findings, 72 respondents (54.5%) indicated that availability of teaching personnel enable the teachers to handle reasonable number of lessons and do not transfer easily since they are satisfied with their job.

5.2.2 The summary of the findings based on objective two which was to investigate how school physical facilities influence teachers job satisfaction in public primary schools in Nembure Division, Embu West District, Embu County

The study showed that 25 respondents (18.9 %) strongly agreed that classrooms are comfortable and adequate and the school has adequate offices which were well equipped, 53 respondents (40.2 %) agreed that classrooms are comfortable and adequate, 28 respondents (21.2 %) remained neutral that the schools have enough game equipments which motivates the teachers in extra curriculum activities, 43 respondents (32.6 %) disagreed that desks are comfortable and adequate while 84 respondents (63.6 %) strongly disagreed that the school has adequate houses for teachers. On average 40 respondents (30.3%) agreed on all aspects.

5.2.3 The summary of the findings based on objective three which was to establish the extent to which parents involvement in schools influence teacher's job satisfaction in public primary schools in Nembure Division, Embu West District, Embu County.

The findings indicated that parents are involved through decision making decisions and in matters of discipline as indicated by 40 respondents (30.3 %). The study showed that 63 respondents (47.7 %) strongly agree that most schools involve parents through general meetings, 58 respondents (43.9 %) agreed that most schools involve parents through parent meeting with teachers while 55 respondents (41.7%) agree that most schools involve parents through services like committees. Parents contribute towards awarding of teachers and hence teachers morale is boosted.

5.2.4 The summary of the findings based on objective four which was to establish the influence of reward systems on teachers job satisfaction in public primary schools in Nembure Division, Embu West District, Embu County.

From the study, 54 respondents (40.9 %) indicated that good performers are rewarded through material gifts while 15 respondents (11.4%) indicated they were rewarded through cash, materials and equipments. Rewarding of teachers improve job satisfaction.

The study also indicated rewards motivates the teacher to perform better as shown by 96 respondents (72.7 %) this also raises teachers morale and make the teacher stay longer in the school without transfer.

Discussion of Findings

A discussion of findings of the study is presented based on the three objectives of the study.

5.3.1 The influence of availability of teaching personnel on teachers job satisfaction

The study showed that the public primary schools had 11-15 teachers as indicated by 52 respondents (39.4%). Adequate teaching staff ensured teachers handle manageable workload and leads to teachers' commitment and loyalty to the job. This agrees with Cohen and Aya (2010) who pointed out that lack of commitment and loyalty to job leads to employee absenteeism, turnover, reduced effort, theft, job dissatisfaction and unwillingness to be relocated. From the findings, 84 respondents (63.6%) have been in teaching for more than 16 years and thus the school working conditions could be favourable. This collaborates study by National Science Board (NSB) (2008) on the study on elementary and secondary education, reported that working conditions are strongly associated with teacher commitment to teaching and regardless of what they taught, teachers who worked in a positive school environment tended to be more likely to consider teaching as a long-term career and to believe they would choose the profession again. This shows that 63.6% of teachers have experience of more than 16 years while 72 respondents (64.6 %) teachers handle more than 30 lessons per week. This is supported by Obineli (2013) reported that there are several factors that may affect the level of job satisfaction and these are salary, promotion, work environment and in-service-training.

The study indicated that 70 respondents (53%) have attended on job training like SMASE, ECDE/Guidance and counseling training in the last two years (2013-2014). The study indicated that 11 respondents (8.3%) were selected to attend on job training because of their good performance. This agrees with Obineli (2013) who stated that teachers' satisfaction is directly linked with the quality and quantity of training and career opportunities provided. This is further supported by Khawaja et al. (2010) who stated that employee training creates a motivation for increased discretionary behavior and a satisfaction with career development that ultimately leads to increased job satisfaction since jobs with high scope and associated potential development lead to enhanced motivation, job satisfaction and performance. The findings also collaborates study by Choo and Bowley (2007) who found that training positively impacts productivity, which results in higher level of customer and employee satisfaction thus increasing brand value.

From the findings, 72 respondents (54.5%) indicated that availability of teaching personnel enable the teachers to handle reasonable number of lessons and do not transfer easily since they are satisfied with their job. The study shows that more teachers need to be trained and employed. This collaborates study by Michael and combs (2008) in their study, which revealed that training can reduce probability of failure as training effects performance, enlarges the skill base and develops the level of competence, It helps in developing climate for learning which not only aids in training to flourish but also supports self-managed learning. The findings are further supported by Nganzi (2013) who indicated that dealing with a workload that is far too heavy and deadlines that are impossible to reach can cause job satisfaction to erode for even the most dedicated employee.

5.3.2 The influence of school physical facilities on teachers job satisfaction

From the study, 53 respondents (40.2 %) agreed that classrooms are comfortable and adequate and 25 respondents (18.9%) agreed that the school has adequate offices which are well equipped. The study showed that school facilities satisfies teachers and hence improve pupils performance as indicated by 63 respondents (47.7 %). This shows that school physical facilities influence teachers job satisfaction. This agrees with Okonkwo and Obineli (2011) who stressed that many teachers in public schools lack motivation and job satisfaction because of poor salary and the poor condition of the environment of their workplace since a workplace environment with essential facilities is a prelude to job satisfaction among workers. This is also supported by Carribbean Community Secretariat (2011) who observed that the provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating program success. Carribbean Community Secretariat (2011) further observed that lack of facilities makes teaching ineffective for the teacher and this demoralizes the teacher no matter how determined he/she may be in achieving certain goals.

5.3.3 The influence of parents involvement in schools on teachers job satisfaction

The findings indicated that parents are involved through decision making decisions and in matters of discipline as indicated by 40 respondents (30.3 %).Parental involvement enhance academic performance. This agrees with Harvard Family Research Project (HFRP) (2006) who believes that children must have a range of learning environments around them or complementary learning which includes family, early childhood programs, schools, out-of-

school time programs and activities, libraries, museums and other community based institutions. This is further supported by Reutzell and Cooter (1996) who pointed out that increase in parental involvement has shown a consistent, positive relationship in students' achievement and development in school. The findings also corroborates study by Henderson and Mapp (2007) who observed that parent involvement is associated with children's higher achievement in language and mathematics, enrolment in more challenging academic programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower dropout rates. Chen (2008) also reported that whether a program is at the preschool, elementary, or high school level, parent involvement enhances education for students, parents, teachers, and schools. The study showed that 47.7% of respondents strongly agree that most schools involve parents through general meetings, 43.9 % agreed that most schools involve parents through parent meeting with teachers while 41.7% agree that most schools involve parents through services like committees. Parents should be involved in various ways. This agrees Kimiya (2011) who reported that parents should be involved with the schools in a variety of ways and that school personnel should spend time encouraging and training parents to become involved school activities.

5.3.4 The influence of rewards systems on teachers job satisfaction

From the study, 54 respondents (40.9 %) indicated that good performers are rewarded through material gifts while 15 respondents (11.4%) indicated they were rewarded through cash, materials and equipments. Rewarding of teachers improve job satisfaction. This agrees with Ubom (2001) who stated that extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers.

The study indicated rewards motivates the teacher to perform better as shown by 96 respondents (72.7 %) this also raises teachers morale and make the teacher stay longer in the school without transfer. This agrees with Ololube (2007) who observed that commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment. This further agrees with Mikander (2010) who reported that the right combination of immaterial and material rewards can boost up the employees' work

motivation and enhance their commitment to the company. This further agrees with Westover and Taylor (2010) observed that rewards, particularly intrinsic rewards, such as interesting job and job autonomy, are found to be the major drivers of job satisfaction for most countries.

5.4 Conclusions of the study

The followings conclusions were made from the study:

It can be concluded that availability of teaching personnel influence the teacher's job satisfaction in public primary schools. Most public primary have 11-15 teaching staff who have stayed in the schools for more than 16 years and most teachers handle more than 30 lessons per week as indicated by 64.6% of respondents.

It can also be concluded that school physical facilities influence teachers' job satisfaction in public primary schools. The classrooms are comfortable and adequate as indicated by 40.2% of the respondents and the school has adequate offices as indicated by 18.9% of respondents. Public primary schools should have adequate physical facilities since provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and job satisfaction.

It can be concluded that parents' involvement in schools influence teachers' job satisfaction in public primary schools. The parents are involved in general meetings, school committees and parent teachers meeting. This is because parent involvement enhances education for students, parents, teachers, and schools.

It can also be concluded that reward systems on teachers' job satisfaction in public primary schools. The study showed that good performers are rewarded through cash, materials and equipments. The right combination of immaterial and material rewards boost up the teachers' work motivation and enhance their commitment to the school work.

5.5 Recommendations

The following policy recommendations were made from the findings of this study

1. Adequate teaching staff should be trained and availed to public primary schools so that each teacher can handle manageable workload and hence have job satisfaction.
2. The public primary schools should be supplied with adequate school physical facilities since provision of adequate physical resources including facilities, equipment and maintenance will help in influencing attitudes and job satisfaction of teachers.
3. The public primary schools should involve in general meetings, school committees, parent teachers meeting and in any other school matters since parent involvement enhances education for students, parents, teachers, and schools.
4. The well performing teachers should be awarded with cash, materials and equipments which boost up the teachers' work motivation and enhance their commitment to the school work.

5.6 Suggested areas for further Research

The following areas are suggested for further studies from the results of this study

1. Conduct research on the influence of work environment on job satisfaction among teachers in public primary schools programmes in other parts of Kenya.
2. Conduct a research on how availability of school instructional resources influences job satisfaction among public primary school teachers in Kenya.
3. Conduct research on school management influence job satisfaction among public primary school teachers in Kenya.
4. Carry out a research on the influence of organizational policies and management on job satisfaction of public primary school teachers.

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APPENDICES

APPENDIX 1. LETTER OF INTRODUCTION

GERISHON MBOGO
L50/71936/2011
P.O. Box 182-
MANYATTA
Cellphone; 0726541320

The Deputy County Commissioner
Embu West Sub County
P.O. Box
Embu.

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT ACADEMIC RESEARCH

I am a graduate student undertaking Masters of Arts Degree in Project Planning and Management in the University of Nairobi and I am conducting a research study entitled **“The influence of project work environment on job satisfaction among teachers in public primary schools in Nembure Division, Embu West District, Embu County”**..

The purpose of this letter is to request for permission to interview teaching staff using the attached questionnaire copies. The information obtained is strictly for academic purpose and shall be treated with utmost confidentiality.

Thank You

Yours Faithfully

Gerison Mbogo

L50/71936/2011

APPENDIX 2. LETTER REQUESTING FOR TRANSMITTAL TO THE RESPONDENTS

GERISHON MBOGO
L50/71936/2011
P.O.Box 182-
MANYATTA
Cellphone; 0726541320

Dear Sir/Madam,

I am a graduate student undertaking Masters of Arts Degree in Project Planning and Management at the University of Nairobi. I am conducting a research study entitled **“The influence of project work environment on job satisfaction among teachers in public primary schools in Nembure Division, Embu West District, Embu County”**. You have been selected to assist in providing the required information because your views are considered important to this study.

I am therefore kindly requesting you to fill this questionnaire. Please note that any information given will be treated with utmost confidentiality and will only be used for the purpose of this study.

Thank You.

Yours faithfully

Gerison Mbogo
L50/71936/2011

APPENDIX 3: QUESTIONNAIRE

This questionnaire is designed to gather information on factors influencing job satisfaction among teachers in Public Primary Schools in Nembure Division, Embu West District, Embu County

Your responses will be completely anonymous and will be used by researcher for the purpose of this study only. All the information in this questionnaire will be confidential.

Section A: Background Information

Kindly respond to each question by ticking [ç] the answer bearing the appropriate responses.

- 1. Please indicate your age below
 (a) Below 25 years [] (b) 25-30 years [] (c) 31-35 years [] (d) 36-40 years [] (e) 41-45 years [] (f) Over 45 years []
- 2. Show your gender in the space provided
 (a) Female [] (b) Male []
- 3. By means of a tick, indicate your marital status
 (a) Married [] (b) Single [] (c) Separated [] (d) Divorced [] (e) Widowed []

Section B: Availability and training of teaching personnel

- 4. Please indicate the number of teaching personnel in your school
 (a) Less than 10 teachers [] (b) 11-15 teachers [] (c) 16-20 years [] (d) More than 20 teachers []
- 5. Please indicate the size of classes in your school.
 (a) Less than 30 pupils [] (b) 31-40 pupils [] (c) 41-50 pupils [] (d) More than 50 pupils
- 6. How many pupils would you consider to be appropriate in a class
 í ..
- 7. Please indicate the number of lessons you handle per week
 í ..
- 8. Please indicate type of training you have attended in the last two years (2013-2014)

S/No	Training	Sponsor
1		
2		
3		

9. Please indicate the number of years how have been teaching

- (a) Less than 5 [] (b) 6-10 [] (c) 11-15 [] (d) 16-20 []
 (e) More than 20 years []

10. (a). Have you ever attended an on job training short course to improve your teaching skills in the last two years?

- (a) Yes [] (b) No []

(b). If Yes, Please indicate why your were chosen to attend the course

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 í

(c). Please state how availability and training of teaching personnel on job satisfaction

í
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Section C: School facilities

The following show how school facilities influence job satisfaction among teachers in public primary schools in Nembure Division, Embu West District.

11. (a). What is your level of agreement? Use a scale where 1- strongly agree, 2- agree, 3- neutral, 4- disagree and 5-strongly disagree.

	1	2	3	4	5
Influence of school facilities on job satisfaction among teachers					
The classrooms in the school are comfortable and adequate					
The desks in the school are comfortable and adequate					

The school has adequate houses for teachers					
The instruction tools, equipments and materials are adequate					
The school has adequate offices					
The school has adequate offices which are well equipped					
The school has enough games equipment which motivates the teachers in extra curriculum activities					

(b). Please state how school facilities influence on job satisfaction

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í í

Section D: Parent involvement

12. Does the school involve parents in the activities of the school

(a) Yes [] (b) No

If the answer is yes in Question 7, please indicate how the parents are involved

ii í

iii í

13. (a). What is your level of agreement? Use a scale where 1- strongly agree, 2- agree, 3- neutral, 4- disagree and 5-strongly disagree.

	1	2	3	4	5
Influence of parental involvement on job satisfaction among teachers					
Most schools involve parents through general meetings					
Most schools involve parents through parent meeting with					

teachers					
Most schools involve parents through service like committees					

(b). Please state how school facilities influence on job satisfaction

í
í
í í

Section E: Reward Systems

14. Please indicate how good performers are rewarded in your school

(a) By cash (b) materials (c) cash, materials and equipments (d) Any other (please specify) í .

15. (a). Have you ever been rewarded for the work well done

(a) Yes [] (b) No []

(b). Please state the kind of reward you received

í
í í

16. For how long have you been a primary school teacher in public schools?

(a) More than 20 years [] (b) 16-20 years [] (c)11-15 years[] (d) 6-10 years[] (e) 2-5 year[]
(f) Less than 2 years []

17. Please state how rewards influence on job satisfaction

í
í í

The End

APPENDIX 4 TABLE FOR DETERMING SAMPLE SIZE FOR A GIVEN POPULATION BY KREJCIE AND MORGAN

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size.

Source: Krejcie & Morgan, 1970