



JOB SATISFACTION FACTORS INFLUENCING TEACHERS PERFORMANCE IN PUBLIC PRIMARY SCHOOLS: A CASE STUDY OF MOMBASA COUNTY

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ABSTRACT

This study examined the job satisfaction factors influencing teachers' performance in public primary schools in Mombasa County. Research design for this study was cross-sectional survey design. The targeted population consists of 2560 primary school teachers from the 129 public primary schools in Mombasa County. Stratified random sampling technique was used to select the participants in the study. A sample of 335 teachers was selected. To collect primary data, a questionnaire was used. The questionnaire contained closed and open ended questions as well as and likert questions. The data was coded and entered into a computer program - Statistical Program for Social Sciences (SPSS) version 22 that was used in data analysis. From the study it was found that, work environment, compensation, teachers' qualification and gender difference are all important factors influencing job satisfaction. There was high positive correlation between teacher's performance and each of the four independent variables. The study concluded that all the four factors were important in determining teacher's performance. Work environment was important because employee's motivation had influenced by the employer, the management and the environment. At the same time, compensation has a positive relationship with job satisfaction and it is an important facet to employee job satisfaction despite continuous changes in business climate and uncertainty. Gender of an employee also affects job satisfaction given expectations on pay, fringe benefits; nature of job, etc. contrary to the findings of this study. The study recommended among other measures, that both private and public institution should create a working environment that makes employee feel part of the organisation. This includes ensuring a fair size of workload and tasks complexity, safety, culture and making available to employees adequate tools and equipment.

Key terms: Education, Job appreciation, Job satisfaction, Leadership, Monetary rewards, Motivation, Participation, Working condition

INTRODUCTION

Job satisfaction can be defined as psychological state of how an individual feels towards work, in other words, it is people's feelings and attitudes about variety of intrinsic and extrinsic elements towards jobs and the organizations they perform their jobs in. The elements of job satisfaction are related to pay, promotion, benefits, work nature, supervision, and relationship with colleagues (Mosadeghard, 2003). Sutherland, (2004) contends that companies with high quality human capital perform better in marketplace, and deliver higher and more consistent returns to shareholders, than companies with mediocre workers. Sustainable competitive advantage requires satisfaction of employees for retention to the knowledge base of an organization. This knowledge is often tacit and hard to transmit between employees. Competitive companies worldwide rely on their employees to provide innovative, advantageous and original solutions to problems the company may have. Employees are deemed to be part of the intangible assets of an organization. They are a precious commodity that forms a significant part of an organization's value.

A research conducted in Canada and published in Moose Jaw Herald (2010) indicated that employees who are satisfied with their job stay with their employers. According to a survey carried out by National Business Research institute (NBRI), 2009 in USA, employees with high job satisfaction typically believe that their organization will be satisfying in the long run. They care about the quality of work, they are more committed to their organization, have higher retention rate and are more productive. According to the study, Employee job satisfaction is supremely important in an organization because it is what productivity depends on. If your employees are satisfied they would produce superior quality performance in optimal time and lead to growing profits. Satisfied employees are also more likely to be creative and innovative and come up with

breakthroughs that allow a company to grow and change positively with time and changing market conditions. Employee satisfaction is becoming more challenging for companies including those in the teaching profession due to a number of factors such as availability of the right talent in some fields, manager-employee relations, competition, differences in the level of employer-employee expectations, the high cost associated with hiring new talents, among others.

Although the Teachers Service Commission was established in 1967, its history dates back to the 1950s when teachers led by retired President Daniel Moi vigorously fought for the formation of one teacher body. Following the formation of the first teachers union in Kenya – the Kenya National Union of Teachers (KNUT) in 1957 there was sustained agitation for the creation of an umbrella body to manage the affairs of all teachers. At the time, teachers were employed by either; missionaries, local authorities or the Central Government which led to a great disparity in remuneration and other terms and conditions of service. In 1964, The Kenya Education Commission Report (The Ominde Report) strongly supported the need for a competent, respected and contented teaching force. As a result of these factors, the Teachers Service Commission was formed in July 1967 through an Act of Parliament to give teachers one employer and uniform terms and conditions of service. It was charged with the mandate of registering, employing, promoting, disciplining and paying teachers.

Under Article 237(2) of the Constitution, the Commission is mandated to perform the following functions: register trained teachers; recruit and employ registered teachers; assign teachers employed by the commission for service in any public school or institution; promote and transfer teachers; exercise disciplinary control over teachers; terminate the employment of teachers; review the standards of

education and training of persons entering the teaching service; review the demand for and supply of teachers; and advise the national government on matters relating to the teaching profession.

Over the years, the Commission has greatly grown in size and operational capacity. As at February 2016, the number of registered teachers had grown from 37,000 in 1967 to more than 750,000. Of these, about 350,000 are employed by the Teachers Service Commission while others are engaged in private schools, non-governmental organizations and different government agencies. The Commission has a secretariat that manages the affairs of teachers. Operations of the secretariat have been enhanced through creation of specialized departments and divisions. From its inception in 1967 the secretariat has grown from 100 to over 3300 officers in 2016 (TSC, 2017).

There is growing awareness in Kenya of the need for a motivated public sector workforce to provide good quality public services. The current public sector reform process recognizes the need to increase the motivation of public sector workers and is committed to reforming human resources management and salary policy (Fullan, 2002). The reforms are necessary for all sectors including the education sector, which is the backbone for any economy.

Past studies have clearly shown that there are mixed elements of teachers satisfaction and dissatisfaction on their jobs and their performance. Njiru (2014) investigated the factors which influence motivation and job satisfaction among secondary school teachers in Kiharu District. The study revealed that 17(56.7%) of the teachers were dissatisfied with their job. Dissatisfaction was brought about by inadequate remuneration, too much workload, poor academic performance, lack of promotion opportunities, poor interpersonal relations and inadequate teaching equipment and resources. In her study to determine

the factors affecting teacher motivation in public secondary schools in Thika West District, Nyakundi (2012) revealed that 69(75%) of the teachers were satisfied with their job because they liked teaching, they were earning their living from teaching and the profession gave them time to do other things. Kabungaidze *et al* (2013) and Uchoet *et al* (2012) established a negative relationship between job satisfaction and turnover intention meaning the more satisfied the teachers are, the less they are likely to think of quitting their job.

The above stated studies have, nonetheless, failed to consolidate and investigate job satisfaction factors influencing teachers' performance particularly in public primary schools in Mombasa County. At the same time, the studies have failed to link up the inconsistency in academic performance in primary schools over the years with the teachers' job satisfaction. This study therefore filled the gap by investigating the job satisfaction factors influencing teachers' performance in public primary schools in Mombasa County.

Objectives of the study

- To identify the effect of work environment on teachers' performance in public primary schools in Mombasa County
- To assess the effect of compensation on teachers' performance in public primary schools in Mombasa County
- To examine the effect of teachers qualification on teachers' performance in public primary schools in Mombasa County
- To investigate the effect of gender differences on teachers' performance in public primary schools in Mombasa County

RELATED REVIEW

Theoretical Review

Hertzberg's Two Factor Theory

The research conducted by Hertzberg determined what people actually want from their jobs. The respondents had to describe work situations in which they felt good (satisfied) or bad (dissatisfied) in their jobs. The feedback received will be then categorized into satisfaction or dissatisfaction. The characteristics related to job satisfaction included advancement, recognition, the work itself, achievement, growth and responsibilities. Hertzberg referred to these characteristics as 'motivators'. The characteristics related to dissatisfaction, which included working conditions, supervision, interpersonal relationships, company policy and administration are referred to as "hygiene" factors (Robbins, 2001).

According to Schermerhorn (1993), Herzberg's two-factor theory is an important frame of reference for managers who want to gain an understanding of job satisfaction and related job performance issues. Schermerhorn asserts that Herzberg's two-factor theory is a useful reminder that there are two important aspects of all jobs: what people do in terms of job tasks (job content), and the work setting in which they do it (job context). Schermerhorn suggests that managers should attempt to always eliminate poor hygiene sources of job dissatisfaction in the workplace and ensure building satisfier factors into job content to maximize opportunities for job satisfaction. This theory is relevant and significant to this study in that it recognizes that employees have two categories of needs that operate in them and that both should be addressed. This theory therefore can guide a researcher in establishing the effect of work environment on job satisfaction in Teachers in Mombasa County.

Expectancy Theory

The Expectancy Theory focuses on link between rewards and behavior. In this study the reward is special allowances and performance related pay

while the behavior is job satisfaction. According to the theory, Motivation is the product of valence, instrumentality and expectancy. Compensation systems differ according to their impact on these motivational components and pay systems differ most in their impact on instrumentality. There is a perceived link between behavior and pay. Employees reports of their satisfaction with their jobs, are directly related to the extent to which their jobs provide them with such rewarding outcomes, as pay, variety in simulation, consideration from their supervisor, a high probability of promotion, close interaction with co-workers, an opportunity to influence decisions and control over their pace of work (Gupta, 2003).

Expectancy theory concentrates on the expectations which employees bring with them to work situation and the context and manner in which these expectations are satisfied. The underlying hypothesis is that "appropriate levels of effort, and hence productivity, will only be extended if employees expectations are fulfilled". It does not assume a static range of expectations common to all employees but rather points to the possibility of different sets of expectations. Rewards are seen as fulfilling or not fulfilling expectations. Expectancy theory challenges management to demonstrate to employees that extra effort will reap a commensurate reward. The link between effort and reward needs to encompass both the pay packet and a variety of other extrinsic or intrinsic rewards. Reward schemes must therefore create a positive link between the size of the pay packet and the effort expended for employees are primarily motivated by money. This theory will therefore guide the investigation into the effect of special allowances and performance related pay on job satisfaction

Human Capital Theory

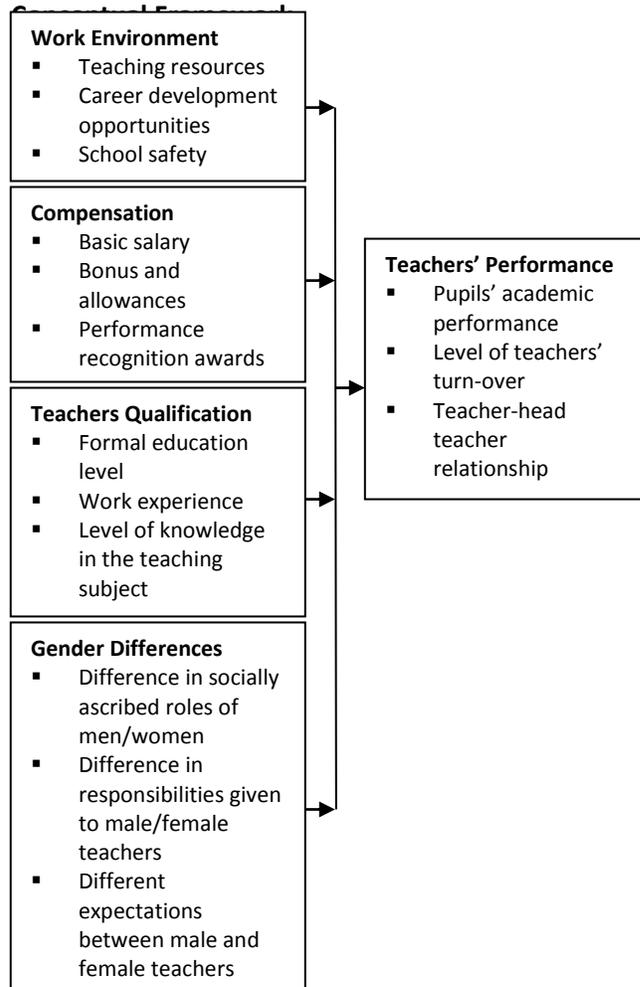
Human Capital theory was proposed by Schultz (1961) and developed extensively by Becker (1964). Human capital theory suggests that education or training

raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994). It postulates that expenditure on training and education is costly, and should be considered an investment since it is undertaken with a view to increasing personal incomes. Human capital theorists argue that firms will invest significantly to develop unique and non-transferable (i.e. firm-specific) skills through extensive training initiatives (Hatch & Dyer, 2004; Lepak & Snell, 1999). Becker (1994) noted the most valuable of all capital is that investment in human being. Becker distinguishes firm-specific human capital from general-purpose human capital. Examples of firm-specific human capital include expertise obtained through education and training in management information systems, accounting procedures, or other expertise specific to a particular firm. General-purpose human capital is knowledge gained through education and training in areas of value to a variety of firms such as generic skills in human resource development. Regardless of the application, Becker considers education and training to be the most important investment in human capital (Becker, 1994).

Social Role Theory of Sex Differences and Similarities

This theory is associated with Eagly (1987) although various contributions and advancements have been made on the theory later. Social role theorists argue that because sex stereotypes derive from the traditional labour divisions, sex becomes a set of role expectations that people generalize across a variety of social situations (Eagly, Wood & Diekmann, 2000). The results are termed "sex-role spill over". Even when a female is advanced to a management position, her career is likely to differ from male colleagues in ways that reflect sex-role spill over. Sex-role spill over may affect women's career permanence and job satisfaction. Lyness and Thompson (1997) discussed about women who are less satisfied than men. Clark (1997) study of gender

differences in job satisfaction in Britain indicated that females tend to have greater levels of satisfaction, despite being in jobs with lower earnings and promotion opportunities. In contrast, Donohue and Heywood (2004) state no gender job satisfaction gap.



Independent Variables Dependent Variable

Figure 1: Conceptual Framework

Source: Author (2018)

Working Environment

Many scholars have attempted conceptualizing the working environment. Perhaps it may be defined in its simplest form as the settings, situations, conditions and circumstances under which people work. It is further elaborated by Briner, (2000) as a very broad category that encompasses the physical

setting (such as heat, equipments etc.), characteristics of the job itself (like workload, task complexity), broader organizational features (such as culture, history) and even aspects of the extra organizational setting (e.g. local labour market conditions, industry sector, work-home relationships). It means that work environment is the sum of the interrelationship that exists among the employees and the employers and the environment in which the employees work which includes the technical, the human and the organisational environment.

Opperman (2002) was quoted in Yusuf and Metiboba, (2012), to define workplace environment as composition of three major sub-environments which include the technical environment, the human environment and the organisational environment. According to them technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements of the workplace. The human environment includes the peers, others with whom employees relate, team and work groups, interactional issues, the leadership and management. The human environment can be interpreted as the network of formal and informal interaction among colleagues; teams as well as boss-subordinate relationship that exist within the framework of organizations. Such interaction (especially the informal interaction), presumably, provides avenue for dissemination of information and knowledge as well as cross-fertilization of ideas among employees.

Compensation

The majority of public school teachers are currently paid according to a uniform salary schedule that was first introduced in the 1920s. By the late 1940s, this salary schedule had become the predominant salary model with the intention of creating greater equity between the salaries of male and female teachers (Bennell, 2003). A report by the Committee for Economic Development referred to the single salary schedule as inflexible for recruitment of best teachers

and noted that other fixed salary structures such as the federal government's General Schedule (GS) system have more flexibility than the average teacher salary schedule (Investing in learning, 2004).

Special allowance programs are an important component of an employee compensation plan. The importance of these kinds of program is rooted in theories of positive reinforcement. By saying "thank you" to employees for a job well done or a pat on a shoulder to show appreciation, an organization is reinforcing ideal behavior and encouraging more of the actions that will make it successful (Johnson, 2004). People who feel appreciated are more positive about themselves and their ability to contribute; employees who understand how their efforts contribute to the success of the organization overall are the most engaged, and therefore the least likely to leave.

Teachers Qualification

Teachers' qualification entails formal educational qualifications and teaching experience which is the number of years a person has served as a teacher. Crossman and Harris (2006) call this the length of service. According to Koustelios (2001), the teachers with long teaching experience indicated higher levels of job satisfaction with such aspects as pay and supervision. In other words, the level of satisfaction increased with the increase in years of service in the teaching profession.

An organization that wants to strengthen its bond with its employees must invest in the development of their employees. It entails creating opportunities for promotion within the company and providing opportunity for training and skill development that let employees to improve their employability on the internal and the external labour market (Meyer & Smith, 2003). They argue unambiguously that organizations will do a better retention job by spending more resources on training and development. An organization that provides

education and training will be more competitive and productive and will win the loyalty of its workforce.

Gender Differences

The analysis on gender differences in job satisfaction among full time workers in various fields by Hodson (2009) revealed that there are a number of differences between men and women in determining job satisfaction based on factors such as job characteristics, family responsibilities and personal expectations. Similarly, a study by Carleton and Clain (2012) suggest that there is greater job satisfaction among women but it was limited to married workers. In addition, using the competing hypotheses of socialization, structural and social role theories which were tested on a sample of 13000 US employees, across various industries, Mason (2005) asserted that US women and men in management apparently did not differ from one another in their factors of satisfaction at work.

Gender has strong impact on the job satisfaction of the employees of the organizations. In various countries, the normal society practices dictates that males have upper hand on their families as well as in organization they have the superior power. The society thus exploits the women entity and they tend to have less power. Female employees thus usually face many challenges in the organizations as compared with male employees due to several issues and barriers including forgoing marriage, motherhood and discrimination which have a bearing on the female employee satisfaction at work in the organizations. In some cases, even females who are highly qualified cannot reach administrative rank in the organizations (Li & Leung, 2001). Female employees often find it hard to work for long hours in the organization and or to move from one place to another (Pinar *et al.*, 2011). In the organizations female employees have also been shown to get fewer opportunities for promotion that is important to fulfill

the expectations of female's employees (McCuddy *et al.*, 2010).

Teachers' performance

Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction (Chamundeswari, 2013). Job satisfaction can be seen as a concept where an individual is evaluated from her point of view, and this concept includes the worker's feelings and emotions about her job (Weiss, 2002). Job satisfaction has also been defined both as a global construct and as a concept with multiple dimension/facets (Lund, 2003), i.e., we can talk about the overall job satisfaction as well as the satisfaction with pay, physical conditions or works, the content of work, relations with colleagues, among others.

Empirical Literature Review

Empirical studies abound which attempted to link workplace environmental factors to other employees factors. The study of Tio (2014) used 74 samples with multiple regression analysis to measure the significance of work environment on job satisfaction among staff of a particular organisation. The study found that work environment significantly determines job satisfaction. This result corroborates findings of previous research that investigated the connection between variables in workplace environment and workforce or work process (Salunke, 2015; Raziq, A. & Maulabakhsh, R. 2015; Mafini & Poe, 2013, Bakotic & Babic, 2013). Empirical research data of a study conducted in the United Kingdom indicated that teachers differed in job satisfaction in relation to the type of school in which they worked (Crossman and Harris 2006). The teachers who worked in independent and private schools in the United Kingdom indicated higher levels

of job satisfaction than their colleagues in other types of schools. However, other research findings indicate that teachers in public and private schools did not differ in the job satisfaction levels significantly (Zhongshan, 2007). Furthermore, earlier study findings indicated that teachers who worked in schools that are in the remote/rural areas are less satisfied with their jobs than those working in urban areas (Bennell & Akyeampong, 2007). This implies that the location of school is a determinant factor of their differences in job satisfaction.

Compensation on Job Satisfaction

Salisu et al., (2015) reported a significant positive correlation between compensation and job satisfaction and concluded the participants participating in their study regarded rewards as one of the main contributors to their job satisfaction. Swanepoel *et al.*, (2014) stated that compensation as financial and non-financial extrinsic rewards provided by an employer for the time, skills and efforts made available by the employee in fulfilling job requirements aimed at achieving organisational objectives. Qasim et al. stated that monetary rewards play major role in determining job satisfaction. Pay is one of the fundamental components of job satisfaction since it has a powerful effect in determining job satisfaction. The growing needs of people with high living costs force workers seeking higher income that can guarantee their future and life satisfaction. Moreover, if individuals believe they are not compensated well therefore a state of emotional dissatisfaction will be developed. These emotional discrepancies will grow and accumulate over time thus make employees unhappy and unsatisfied working for the organisation.

Teachers Qualification on Job Satisfaction

Robert Half International, Inc. conducted a study that examined why people leave their jobs. The results

showed that more often people leave for advanced career opportunities and development and not necessarily for monetary factors such as compensation (Johnson, 2004). Career development is important for both the organization and individual. It is a mutual benefit process because career development provides the important outcomes for both parties (Wright et al., 2005). It is an effective way to enhance employee retention. Career development constitutes a visible investment that the company makes in the worker, providing him or her with new skills, and greater competencies and confidence. It often leads to work that is more intrinsically rewarding.

Ongori and Agolla (2009), contend that lack of personal growth in organizations results in career plateau which in tend leads to increased employees intentions to quit. Many employees find themselves in jobs that offer them limited mobility opportunities in terms of upward movement in the organization. Career plateau is thus seen as a major contributing factor to employees to quit in organizations. Human Resource professionals thus have a greater responsibility of managing career plateau and hence minimize employee turnover. According to Lee (2003), plateau employees are likely to have higher labour turnover because they want to advance their careers elsewhere in the environment. Studies have shown that employee who have attained plateau have a high degree of intention to quit due to reduced opportunity in the present organization (Yamamoto, 2006).

Gender Differences on Job Satisfaction

There are numerous researches on gender differences in job satisfaction across different fields. However, there is insufficient focus in the education sector. As stated by Santhapparaj and Alam (2005), female academic staffs in private universities in Malaysia were more satisfied than their counterpart

in all facets being studied including working environment and pay. This is further supported by Malik (2011) who revealed that overall gender differences can be seen as women do not have high expectations on pay, fringe benefits, nature of job, etc. However, Oshagbemi (2003) found that there are no significant differences between the two groups. He asserted that female academics at higher rank were more satisfied with their jobs than male academics. The study further confirmed that the interaction effect of rank and gender does affect the overall job satisfaction among the university teachers, but gender itself does not affect job satisfaction.

A similar result was found by Ali et al. (2009) who explained that there are no significant differences between the male and female faculty members in their satisfaction level in the environmental and social context. Hajiha et al. (2010) confirmed this by asserting that there is no significant difference between men and women lecturers in any of the proposed hypotheses. The most influential factors on women's job satisfaction are opportunities for promotion and relations with their co-workers. As for men, work itself, relations with co-workers, supervision and salary affect their job satisfaction respectively.

METHODOLOGY

Mugenda (2010) postulate research design as both logical and valuable way of looking at the world. Research design for this study was cross-sectional survey design and shall involve descriptive research. Data was collected directly from members of a population in order to determine the correct status of that population with respect to one or more variables which in this study include the government policies, leadership styles, economic factors and socio-cultural factors as well as management of pupils' discipline. The design was used in this study because it accommodated larger sample size, data can be collected from a larger geographical area and it was

good in generalization of results. In this study, the targeted population consisted of 2560 primary school teachers from the 129 public primary schools in Mombasa County. Stratified random sampling was used to select the sample of the 334 teachers from the schools in six sub counties in Mombasa, where the strata was the sub counties. The sample of teachers selected from each sub county was proportional to the ratio of number of teachers in the sub-county to the total number of teachers in the whole County.

The regression model used was expressed as:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e$$

Where:

Y is teachers performance and α is the regression constant

$\beta_1, \beta_2, \beta_3$ and β_4 are coefficients for Teacher's Working Environment; Compensation; Teacher Qualification; and Gender Differences respectively.

X_1 is Teacher's Working Environment; X_2 is Compensation; X_3 is Teacher Qualification; and X_4 is Gender Differences

Qualitative data relating to each of the variables was analysed by organizing the qualitative data into themes in accordance to the study objectives and using the themes to enhance the quantitative findings.

FINDINGS

Work Environment

Influence of work environment on job satisfaction was based on the size of workload and tasks complexity, school culture, teaching tools and equipment, technological infrastructure and school safety. Other aspects included career development opportunities and leadership and management as well as interactional issues amongst employees. Mean was used to measure the level of influence an aspect has on job satisfaction with higher mean

indicating higher influence on a continuum of between 1 and 5. Standard deviation, on the other hand, was used to designate the level of unanimity of

response with higher standard deviation showing higher dispersal of responses from the mean. The opposite was true.

Table 1: Work Environment

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Mean	Standard Deviation
Size of workload and tasks complexity	1.9	2.9	27.6	38.6	28.9	3.90	0.92
School culture	0.3	2.6	35.7	22.4	39.0	3.97	0.94
Teaching tools and equipment	0.3	1.0	32.1	51.3	15.3	3.80	0.71
Technological infrastructure	0.3	2.6	41.6	25.6	29.9	3.82	0.90
School safety	0.3	15.6	21.8	45.5	16.9	3.63	0.95
Career development opportunities	0.3	8.8	47.1	19.5	24.4	3.59	0.96
Leadership and management	0.3	6.8	30.2	37.3	25.3	3.81	0.91
Interactional issues amongst employees	0.3	21.8	34.1	41.6	2.3	3.24	0.83
Average	0.5	7.8	33.8	35.2	22.7	3.72	0.89

From the findings, school culture (mean = 3.97, standard deviation = 0.94) was cited as the most prevalent aspect of work environment that influences job satisfaction. Other equally significant factors included size of workload and tasks complexity (mean = 3.9, standard deviation = 0.92), technological infrastructure (mean = 3.82, standard deviation = 0.9), leadership and management (mean = 3.81, standard deviation = 0.91), and teaching tools and equipment (mean = 3.8, standard deviation = 0.71). The least prevalent aspects were the interactional issues amongst employees (mean = 3.24, standard deviation = 0.83).

Findings in this study had placed work environment as a highly important attribute of job satisfaction. This was in line with results of a study by Tio (2014) which found that work environment significantly determined job satisfaction. In addition, the result corroborated findings of previous research that investigated the connection between variables in workplace environment and workforce or work

process (Nakpodia, 2011; Vikas&Ravis, 2011; Akinyele, 2010; Taiwo, 2010). In general, employee's motivation is influenced by the employer, the management and the environment. Motivating the employee is the manager's job. The idea that poor work conditions are compensated for by higher pay does not accord with the reality of the labour market.

Compensation

The influence of compensation on employees' job satisfaction was based on basic salary, special allowances (e.g recognition awards, free merchandise and free trips), promotions, leave allowance and overtime payments. Mean was used to measure the level of influence an aspect has on job satisfaction with higher mean indicating higher influence on a continuum of between 1 and 5. Standard deviation, on the other hand, was used to designate the level of unanimity of response with higher standard deviation showing higher dispersal of responses from the mean. The opposite was true.

Table 2: Compensation

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Mean	Standard Deviation
Basic salary	1.9	2.6	27.6	39.0	28.9	3.90	0.91
Special allowances(e.g recognition awards, free merchandise and free trips)	0.3	2.9	35.4	22.4	39.0	3.97	0.94
Promotions	0.3	2.9	41.6	25.3	29.9	3.81	0.91
Leave allowance	0.3	1.3	32.1	51.3	14.9	3.79	0.71
Overtime payments	0.3	2.6	41.9	25.0	30.2	3.82	0.91
Average	0.6	2.2	35.1	35.7	26.4	3.85	0.85

From the findings special allowances (e.g recognition awards, free merchandise and free trips) was found to be influencing job satisfaction most with mean of 3.97 and standard deviation of 0.94. At the same time, basic salary (mean = 3.9, standard deviation = 0.91), overtime payments (mean = 3.82, standard deviation = 0.91), promotions (mean = 3.81, standard deviation = 0.91) and leave allowance (mean = 3.79, standard deviation = 0.71) were also found to be key in job satisfaction. This implies that compensation is important for employees to remain satisfied in their respective jobs.

Kamal and Hanif (2009) in their study proved that pay or salary has a positive relationship with job satisfaction and it is an important facet to employee job satisfaction despite continuous changes in business climate and uncertainty. More relevant to this study, Robbins (2005) found teachers who were highly appreciated through performance recognition were more satisfied with their daily class room work

scheme. This finding was explained as a result of reading recovery teacher leaders' having more opportunities to make decisions and grow professionally, having control over daily schedules and feeling a high level of teaching competency.

Teachers Qualification

Influence of teachers' qualification on job satisfaction was based on teachers' formal education level, teachers' work experience, teachers' mastery of subjects in teaching, and teachers' advancement in their career. Mean was used to measure the level of influence an aspect has on job satisfaction with higher mean indicating higher influence on a continuum of between 1 and 5. Standard deviation, on the other hand, was used to designate the level of unanimity of response with higher standard deviation showing higher dispersal of responses from the mean. The opposite was true.

Table 3: Teacher Qualification

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Mean	Standard Deviation
Teachers' formal education level	0.6	15.6	22.4	45.5	15.9	3.60	0.95
Teachers' work experience	0.3	8.8	47.1	19.5	24.4	3.59	0.96
Teachers' mastery of subjects in teaching	1.9	2.6	27.6	39.0	28.9	3.90	0.91
Teachers' advancement in their career	0.3	2.6	35.4	22.4	39.3	3.98	0.94

Average	0.8	7.4	33.1	31.6	27.1	3.77	0.94
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As shown in Table 3 teachers' advancement in their career is a major factor contributing to teachers' job satisfaction with mean of 3.98 and standard deviation of 0.94. Teachers' mastery of subjects in teaching (mean = 3.9, standard deviation = 0.91) was also cited as an important teacher's qualification aspect influencing job satisfaction. Other moderately important factors included teachers' formal education level (mean = 3.6, standard deviation = 0.95) and teachers' work experience (mean = 3.59, standard deviation = 0.96). This implied that teachers' advancement in their career and their mastery of subjects in teaching were very key in motivation teachers in their work and thus become satisfied in their jobs.

Gender Difference

Gender influence as a factor influencing job satisfaction was based on differences in socially dictated roles of men/women, differences in responsibilities given to male and female teachers, different expectations between male and female teachers and their satisfaction with the teaching profession. Mean was used to measure the level of influence an aspect has on job satisfaction with higher mean indicating higher influence on a continuum of between 1 and 5. Standard deviation, on the other hand, was used to designate the level of unanimity of response with higher standard deviation showing higher dispersal of responses from the mean. The opposite was true.

Table 4: Gender Difference

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Mean	Standard Deviation
There are significant differences in socially dictated roles of men/women that affect job satisfaction among teachers	0.3	1.0	32.1	51.3	15.3	3.80	0.71
In this school, there are significant differences in responsibilities given to male and female teachers that affects job satisfaction	0.3	2.6	41.6	25.3	30.2	3.82	0.91
Male and female teachers have different expectations that determine job satisfaction for each gender	0.6	15.6	21.8	45.8	16.2	3.61	0.96
Men are more satisfied with the teaching profession than women	0.3	8.8	47.1	19.5	24.4	3.59	0.96
Women are more satisfied with the teaching profession than men	0.3	6.8	29.9	37.3	25.6	3.81	0.91
Average	0.4	6.9	34.5	35.8	22.3	3.73	0.89

Respondents were categorical that in their respective schools, there were significant differences in responsibilities given to male and female teachers that affects job satisfaction (mean = 3.82, standard deviation = 0.91). Women were also more satisfied with the teaching profession than men (mean = 3.81,

standard deviation = 0.91) and there were significant differences in socially dictated roles of men/women that affect job satisfaction among teachers (mean = 3.8, standard deviation = 0.71). Over and above, male and female teachers had different expectations that determine job satisfaction for each gender (mean = 3.61, standard deviation = 0.96) with men being more

satisfied with the teaching profession than women (mean = 3.59, standard deviation = 0.96).

This finding indicated that gender difference plays a significant role in job satisfaction among teachers in Mombasa County.

Teachers performance

Teacher's performance as influenced by job satisfaction was indicated by pupils' academic performance, level of teachers' turn-over, teacher-head teacher relationship, teachers' feeling/attitude

towards their job and teachers' satisfaction with this school as their work place. Mean was used to measure the level of influence an aspect has on teacher's performance with higher mean indicating higher influence on a continuum of between 1 and 5. Standard deviation, on the other hand, was used to designate the level of unanimity of response with higher standard deviation showing higher dispersal of responses from the mean. The opposite was true.

Table 5: Job Satisfaction

	Very Poor	Poor	Average	Good	Very Good	Mean	Standard Deviation
Pupils' academic performance	0.3	15.6	30.8	40.9	12.3	3.49	0.91
Level of teachers' turn-over	0.3	1.9	27.9	40.9	28.9	3.96	0.82
Teacher-head teacher relationship	0.3	11.7	23.4	45.8	18.8	3.71	0.91
Teachers' feeling/attitude towards their job	0.3	1.9	26.3	40.3	31.2	4.00	0.83
Teachers' satisfaction with this school as their work place	0.3	11.7	27.9	44.2	15.9	3.64	0.90
Average	0.3	6.8	26.4	42.8	23.7	3.83	0.86

From the findings, teachers' feeling/attitude towards their job was rated highly (mean = 4.00, standard deviation = 0.83) with level of teachers' turn-over (mean = 3.96, standard deviation = 0.82) and teacher-head teacher relationship (mean = 3.71, standard deviation = 0.91) also being appraised as key in job satisfaction of teachers. Teachers' satisfaction with this school as their work place (mean = 3.64, standard deviation = 0.9) and pupils' academic performance (mean = 3.49, standard deviation = 0.91) were, nonetheless, moderately rated. This implies that, teachers' feeling/attitude towards their job and teachers' turn-over are the main indicators of job satisfaction among teachers.

In overall, only 12.3% of all respondents were very satisfied with 29.6% stating that they were only satisfied. Those who were dissatisfied were 25.1% with another 6.6% being very dissatisfied. A handful

26.3% was indifferent. This implied that a significant number of public primary school teachers in Mombasa are satisfied with their teaching career. Employee job satisfaction is supremely important in an organization because it is what productivity depends on. If your employees are satisfied they would produce superior quality performance in optimal time and lead to growing profits. Satisfied employees are also more likely to be creative and innovative and come up with breakthroughs that allow a company to grow and change positively with time and changing market conditions. Employee satisfaction is becoming more challenging for companies including those in the teaching profession due to a number of factors such as availability of the right talent in some fields, manager-employee relations, competition, differences in the level of

employer-employee expectations, the high cost associated with hiring new talents, among others.

used. The coefficient indicated the the direction and extent of the relationship between all the variables included in the study.

Inferential Statistics

Correlation Analysis

To examine the relationship between the variables in the study, Pearson correlation coefficient (r) was

Table 6: Pearson Correlation Coefficients

		Teachers' Performance	Work Environment	Compensation	Teacher Qualification	Gender Difference
Work Environment	Pearson Correlation	0.93	1.00			
	Sig. (2-tailed)	0.00	0.00			
	N	309	309			
Compensation	Pearson Correlation	0.90	0.56	1.00		
	Sig. (2-tailed)	0.00	0.00	0.00		
	N	309	309	309		
Teacher Qualification	Pearson Correlation	0.88	0.47	0.97	1.00	
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	
	N	309	309	309	309	
Gender Difference	Pearson Correlation	0.88	0.67	0.90	0.93	1.00
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	309	309	309	309	309

Pearson Correlation Coefficient indicated that all the variables were positively correlated with each other. There was very correlation between teacher's performance and each of the other four variables (that is the work environment – 0.93, compensation – 0.90, teacher qualification – 0.88, and gender difference – 0.88). There was moderate correlation among the independent variables confirming absence of multicollinearity.

Coefficient of Determination

From the regression analysis results, the Coefficient of determination (R square) was used to indicate the extent to which any change in teacher's performance was explained by the independent variables collectively.

Table 7: Coefficient of Determination

R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
0.95	0.89	0.89	0.21	0.89	638.78	4	304	0.00

Predictors: (Constant), Gender Difference, Compensation, Teacher Qualification, Work Environment

Findings indicated that the predictors (gender difference, compensation, teacher qualification, work environment) collectively explain any change in teacher's performance in public primary schools in Mombasa County by 89% as indicated by the coefficient of determination (R square). This is also an indication that 11% of any change in teacher's performance among the teachers is explained by other factors not considered in this study.

Analysis of Variance (ANOVA)

Analysis of variance (ANOVA) was used to generate the F-value and hence F-test was conducted. ANOVA helped to show the relationship in the variables between and within the measure of the dependent variable. The ANOVA table helped the researcher to test the general hypothesis at multivariate level to determine the suitability of the model to the data analyzed. The decision criteria is, if $F_{\text{Critical}} > F_{\text{Calculated}}$ then accept the H_0 and conclude that the independent variables jointly, had no significant relationship with the dependent variable.

Table 8: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	108.85	4.00	27.21	638.78	0.00
	Residual	12.95	304.00	0.04		
	Total	121.80	308.00			
a	Predictors: (Constant), Gender Difference, Compensation, Teacher Qualification, Work Environment					
b	Dependent Variable: Teachers' Performance					

According to the ANOVA results, the probability value for the regression model was 638.78. Given that F_{Critical} (1.692) was less than $F_{\text{Calculated}}$ (638.78) then the decision was to reject the null hypothesis and accept the alternative hypothesis hence conclude that the four independent variables (gender difference, compensation, teacher qualification, and work

environment) are significant in determining teacher's performance.

Regression Coefficients

In determining the relationship between teacher's performance and gender difference, compensation, teacher qualification, work environment, model coefficients was used.

Table 9: Model Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.63	0.06		9.89	0.00		
Work Environment	1.42	0.11	1.63	12.91	0.00	0.02	45.31
Compensation	0.19	0.07	0.23	2.76	0.01	0.05	20.31
Teacher Qualification	0.43	0.07	0.54	5.92	0.00	0.04	23.58
Gender Difference	0.34	0.07	0.41	5.22	0.00	0.06	17.47
Dependent Variable: Teachers' Performance							

The model was therefore estimated as:

Teachers' Performance = 0.63 + 1.63Work Environment + 0.23Compensation + 0.54Teacher Qualification + 0.41Gender Difference + ϵ

In order to achieve standardized coefficients, the variables were analysed using regression tools. Findings indicated that an increase of a unit of work environment leads to an increase in teacher's performance by 1.63 while an increase of a unit of compensation increases job satisfaction by 0.23. An increase in teacher qualification by one unit was found to positively affect teacher's performance by increasing it with 0.54 while an increase by one unit of gender difference results to an increase in teacher's performance by 0.41. The constant was 0.63 which means that if work environment, gender difference, compensation, teacher qualification are held constant (at zero); job satisfaction will be 0.63. As argued by Jabnounet *al.* (2001), evaluation of teacher satisfaction with intrinsic and extrinsic components of the job found demographic variables to be significant. Rasku and Kinnunen (2003) compared the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. Job demands and control had only main effects on well-being: high demands explained low job satisfaction and burnout and high control explained high job satisfaction and high performance.

CONCLUSION

From the study it can be concluded that, work environment, compensation, teachers' qualification and gender difference are all important factors influencing teacher's performance. Work environment is important because employee's motivation is influenced by the employer, the management and the environment. At the same time, compensation has a positive relationship with teacher's performance and it is an important facet to

employee job satisfaction despite continuous changes in business climate and uncertainty. Gender of an employee also affects teacher's performance given expectations on pay, fringe benefits; nature of job, etc. contrary to the findings of this study. Therefore, employee satisfaction is becoming more challenging for companies including those in the teaching profession due to a number of factors such as availability of the right talent in some fields, manager-employee relations, competition, differences in the level of employer-employee expectations, the high cost associated with hiring new talents, among others.

RECOMMENDATIONS

Based on the findings of this study, the researcher recommended that:

- Both private and public institution should create a working environment that makes employee feel part of the organisation. This includes ensuring a fair size of workload and tasks complexity, safety, culture and making available to employees adequate tools and equipment.
- Organisations including public schools should encourage personal development of their employees by allowing career development opportunities, participation in leadership and management as well as interactional issues amongst employees
- To ensure employees are well motivated for better service delivery, employees' compensation should commensurate with their experience, skills and qualifications. Beside the basic salary, employees' performance should also be appreciated through special allowances (recognition awards, free merchandise and free trips), promotions, leave allowance as well as overtime payments.
- Organizations should also ensure that they put in place programs tailored to ensure that job satisfaction is enhanced for both men and women to positively influence their performance.

That is, such programs should take into account the differences between men and women based on factors such as job characteristics, family responsibilities and society norms regarding men and women. This will ensure the performance of both men and women is impacted positively by the job satisfaction programs implemented.

- Since this study was delimited to Mombasa County only, a study should be carried out targeting a bigger study area
- A study should be carried out including independent variables other than the one addressed in this study
- For comparative purpose, a similar study should be done on private schools

Suggestion for Further Studies

The researcher suggests the following as areas for further studies:

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