



Effect of Promotion on the Satisfaction Levels of Teachers in Public Secondary Schools in Kilifi County, Kenya

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ABSTRACT

The study set out to investigate the effects of promotion on influencing job satisfaction levels among public secondary school teachers in Kilifi County in the Republic of Kenya. The study was guided by the objectives of determining the effect of gender and promotion on Job satisfaction levels of teachers in public secondary schools in Kilifi County. The study adopted the Descriptive Survey Design to address the statement of the problem and research questions. Information was generated through questionnaires given to teachers within Kilifi County. Using Stratified Sampling technique, 38 schools were selected from public secondary schools in Kilifi County and a semi-structured 5-likert rating scale questionnaire schedule issued to 418 teachers where systematic sampling technique was used. From the sample identified for the study, only 379 were completed and returned. The Questionnaire return rate was 90.6%. During the pilot study, three academic staff members from Pwani University validated the data collection instrument. The instrument had reliability co-efficient of 0.75 found using Pearson's Product Moment Correlation Co-efficient method. The data collected was analysed using Descriptive Statistics such as means, frequencies and percentages provided by Statistical Package for Social Sciences (SPSS), and presented in form of tables, pie charts and Bar graphs. The study found out that gender, as well as promotion of teachers had an effect on their level of job satisfaction. The main recommendations of the study were fair Promotion opportunities if increased may enhance high retention in the profession and improve their job satisfaction of teachers.

Keywords: Gender, Job Satisfaction, Promotion, Retention, Satisfaction levels, Teachers.

INTRODUCTION

Job satisfaction is very essential to the growth of all education systems in the world. Apart from knowledge and skills, education resources and strategies as determinants of education success, job satisfaction and motivation are very crucial (Filak & Sheldon, 2003). The effectiveness of an institution is to maintain a motivated, satisfied and competent team of employees whose contributions are very significant towards the growth and development of an institution. In light of this, needs satisfaction and motivation are the fundamental reasons for working and many teachers fail to develop self-efficacy within the educational settings which makes them to constantly agitate for needs satisfaction.

Job satisfaction among teachers is an issue which is found in schools throughout the world. In England, teachers' job satisfaction is very low to the extent that many teachers are leaving the

profession because their morale is also low. In this country, one of the reasons teachers have become dissatisfied with their work is because they are not given the freedom in their teaching job. Furthermore, teachers have become dissatisfied because of the increase in paperwork as well data entry chores given to them in the previous years. Thus the workload of teachers have simply become unmanageable. Since the year 2013, the rates of teacher retention have been declining very much in recent years with no hope of the situation improving. To salvage this situation, the government must address these fundamental issues and make teaching a profession that people want to join and stay in for the sake of children's education (Busby, 2018).

In the United States of America (USA), the challenge of job satisfaction among teachers is also evident. The factors influencing job satisfaction among teachers in America were mainly administrative support and leadership, student behaviour, school atmosphere, and the working conditions. In such a developed country, the workplace conditions had a positive relationship with teacher's job satisfaction regardless of whether a teacher is in a private or public school or an elementary or secondary school, and regardless of the teacher's background characteristics or the school demographics (Perie & Baker (1997).

In Tanzania, teachers were satisfied by both monetary and nonmonetary incentives. They were pleased with fair remuneration packages that related to their labour input, opportunities for career development, a well- defined individual appraisal system, timely promotions, and requisite workplace conditions. Furthermore, teachers' friendship and cooperation with co-workers and students as well as the respect of community members also enhanced their satisfaction in teaching. Student success in and after school which reveals the teachers' sense of duty and responsibility also enhanced teachers' job satisfaction. Thus, teachers' job dissatisfaction can lead them to search for other jobs or activities in order to gain economically. Thus, care should be given to address teachers' pertinent issues, especially salaries, workplace conditions, and timely promotions to enhance teachers' physical and mental attachment to their workplaces (Nyamubi, 2017).

In Nairobi, Kenya, teachers were not rewarded competitively which negatively affected their motivation. Teachers also rarely received any on- job training. In this County, the four broad aspects that affected teachers' job satisfaction were rewards, school culture, leadership and training. Therefore, the government should institute a fair reward system for teachers to be paid well and be given other incentives as well as providing favourable working conditions for teachers, and have a staff development programme to help teachers improve in their teaching profession (kituto, 2011).

In Kilifi County, job satisfaction of public secondary school teachers is a major problem which has led to poor performance in public secondary schools' students. With education being the key to the development of any country, it is in the interest of the stakeholders of education to establish the causes of low levels of job satisfaction among its employees and come up with measures towards improving it. The choice of Kilifi County was informed by the fact that studies of job satisfaction levels of teachers in public secondary schools in Kilifi County had not been done. It is therefore upon this background that the research project is aimed at filling the gap and determine the effect of gender and promotion on job satisfaction levels of teachers in public secondary schools in Kilifi County.

Statement of the Problem

The ability of any head teacher to motivate and satisfy teachers is very important for effective management of schools. Teachers play a critical role in teaching and learning in schools and satisfaction with their careers which leads to quality of education delivered in the academic institutions. Research has indicated that the level of job satisfaction among teachers in public secondary schools in Kilifi County is still low (County Education Office, 2019) despite the efforts made by the government, the teachers' unions which are Kenya Union of Post Primary Education Teachers (KUPPET) and Kenya National Union Teachers (KNUT) as well as other stakeholders to improve the welfare of the teachers. Teacher shortages, absenteeism, and low turnout of teachers has an effect of low levels of job satisfaction, that has led to high rate of school dropout, indiscipline, students' unrest and poor performance of learners in public secondary schools in Kilifi County. Low levels of job satisfaction among teachers is therefore a very serious problem in the teaching profession as it is manifested in teacher unwillingness to participate in school activities, poor lesson attendance, absenteeism of teachers, late coming of teachers, lack of on-job training, uncreative and non-stimulating teaching, as well as negative attitude of teachers towards the teaching profession, which negatively affect teaching and learning in schools (Kilifi County Education Office, 2019). This problem if not addressed, schools would suffer from poor development and lack of capacity in fulfilling their requirement as ideal institutions for moulding successful children socially, academically and physical advancement. From the background information, it appears that studies investigating the effect of gender and promotion on job satisfaction levels of secondary school teachers in Kilifi County have not been done to establish reasons why teachers still exhibit low levels of job satisfaction. This study therefore intended to fill the gap by examining the effect of gender and promotion on job satisfaction levels of teachers in public secondary schools in Kilifi County and suggest possible solutions because a dissatisfied teaching force is disastrous for the education sector in Kenya.

Purpose of the study

The purpose of this study was to determine factors influencing job satisfaction levels among teachers in public secondary schools in Kilifi County.

Objectives of the Study

The study was guided by the following objectives:

- (i) To determine the effect of gender on Job satisfaction levels in public secondary schools in Kilifi County.
- (ii) To determine the effect of Promotion of teachers on Job satisfaction levels in public secondary schools in Kilifi County.

Research Questions

The study was guided by the following research questions:

- (i) What is the effect of gender on Job satisfaction levels in public secondary schools in Kilifi County.
- (ii) What is the effect of Promotion on Job satisfaction levels of teachers in public secondary schools in Kilifi County?

Significance of the Study

The findings of this study are important to the stake holders such as the Ministry of Education, and the Teacher Service Commission (TSC) in order to improve their criteria of promoting teachers as well as improving their working conditions. This study will create awareness about the phenomena of job satisfaction with the hope that it will provide possible solutions to low levels of job satisfaction among the teachers.

It may pave way for other interested educational researchers to investigate further issues of teachers' job satisfaction levels in other parts of the country and the globe at large. This study is also useful to the teacher trainers because when they are aware of the effects of gender and promotion on job satisfaction, it can help them in preparation of the students in universities who are studying to become teachers. These trainees will prepare themselves for their jobs by cultivating the right attitude and skills that will lead to increased satisfaction levels in their jobs. Equally, the policy makers will use the research findings to develop strategies of teacher development and motivation to improve productivity in the education sector. The study is also important to school managers since it will help them to develop appropriate ways of motivating teachers to improve performance in liaison with the Parents Association (P.A) and the Board of Management (B.O.M) of the institutions. This study will add on the body of knowledge in human resource management in matters concerning job satisfaction of workers generally.

METHODOLOGY

This study adopted a descriptive survey design because this design was appropriate in achieving the stated objectives in that it enabled data collection from a large sample. The total target population of the study was 1393 secondary school teachers in all public schools in Kilifi County. The sample size was made up of 38 secondary schools and 418 secondary school teachers. Data collection was by use of questionnaires.

A list of 107 public secondary schools was obtained from county director's office. Stratified sampling was used to classify schools into Girls boarding, Boys boarding and mixed schools. Stratified sampling is where the population is first divided into units or divisions and then drawn in proportion to the original number in the population. The number of schools chosen per stratum was by purposeful sampling where all schools with 11 TSC teachers and above were selected for the study. Therefore 13 boys' schools, 11 girls' schools and 19 mixed schools were selected. Teachers were selected at a particular regular interval after arranging their names according to their TSC numbers register in ascending order. This method of sampling is called systematic random sampling. This method ensured that 11 teachers were selected from every sampled school to participate in the research. This type of sampling has the advantage that each member of the population was given an equal chance of being selected to participate in the study and therefore competent to respond to the questions objectively. A total sample of 418 public secondary school teachers, (30% of the total population of 1393 teachers) was selected for the study.

Analysis of data was done using descriptive statistics which included means, frequencies, and percentages provided by Statistical Package for Social Sciences (SPSS). Qualitative data was analysed by thematic analysis. This is where the content in the identified themes was identified, analysed and then conclusions reached at.

RESULTS AND DISCUSSIONS

This data was analysed as per the answers obtained from the respondents during the data collection process. Quantitative data was analyzed through simple statistics for instance use percentages, mean, and tables while qualitative data was analysed by thematic analysis.

Effect of gender on Job satisfaction levels in public secondary.

The researcher sought to identify the gender of the teachers. Their responses were shown in table below:

Gender of the Teachers

Table 1: Gender of the teachers

Category	Frequency	%
FEMALE	161	42.5
MALE	218	57.5
Total	379	100.0

According to Table 1, 57.5% of the teachers were male while female teachers were 42.5%. This was an indication that teachers in public secondary schools in Kilifi County is male dominated. This is probably because of socio-cultural factors in the study area. Kilifi County is situated at the Coast region where the girl child gender is still marginalized, and the boy child is favoured in education. These findings support the research done by the kilifi County Education Office that show there is marked disparity between male and female teachers where majority of teachers in the county are male teachers. (County Education Office, 2019).

More boys than girls attend formal schooling and therefore favoured in education and career-wise at large. Girls are affected by the African marriage system whereby the girls get married at an early age or get early pregnancies which leads to school dropout due to the responsibilities attached to it. The findings also agree with the research done by Republic of Kenya (2002; 2018) that indicate there is marked disparity between male and female teachers in the country. This would mean that for any randomly selected sample, the male teachers would naturally outnumber their female counterparts. Therefore, it is urgent need to sensitize and re-awaken the general community on the importance of girl child education which they still hold in low esteem.

The findings also agree with the research done by Nyakundi (2012) which stated that there were more male teachers (53%) than female teachers (47%) in public secondary schools in Thika West district in Kiambu County. The above finding also agrees with the research by Davidson, Wilson, Hall and Mirza (2005) which showed that female-male composition of teaching and senior posts is not proportional: the majority of teachers in England are women yet relatively there are a greater proportion of male teachers in senior positions.

The study went further to find out if the gender type of school had an effect on the job satisfaction levels of the teachers in secondary schools. The results of the findings are as shown in the Table 2 below:

Table 2: Type of school

Category	Frequency	%
BOYS	89	23.5
GIRLS	100	26.4
MIXED	190	50.1
Total	379	100.0

The above results show that many teachers were employed in mixed gender schools. The table shows that 50% of the teachers worked in mixed schools, 23.5% worked in Girls' schools and 26.4% worked in Boys' schools. Thus, the conditions in these different types of schools were not the same and hence resulting in different job dissatisfaction levels. Thus, there are varying working environments which in turn could have an impact on job satisfaction levels of the teachers in the different types of schools. Majority of the teachers in mixed schools had no housing in their respective schools and therefore had to commute daily to their various schools which drained their time, money and energy leading to high job dissatisfaction levels.

LEVELS OF JOB SATISFACTION AMONG THE GRADUATE TEACHERS IN EACH JOB FACTOR.

To show the levels of job satisfaction among the public secondary school teachers in each job factor, it was found appropriate to calculate the mean for the responses in all sub-items in each job factor which were then compared. Each independent variable was quantified by the use of 5-Point Likert rating scale. The percentage of each item in their respective job factor was also calculated and compared.

PROMOTION

The findings below show the results of the information on the sub-items of promotion. The results capture the levels of job satisfaction among the graduate teachers in each job factor. To show the levels of job satisfaction among the public secondary school teachers in each job factor, it was found appropriate to calculate the mean for the responses in all sub-items in each job factor. Each independent variable was quantified by the use of 5-Point Likert rating scale. The percentage of each item in their respective job factor was also calculated and compared.

Table 4.8: Number and percentages of respondents on promotion on a likert scale of 1-5.

	PROMOTION	NS	SS	S	VS	ES	%	n	M
A	Chances of promotion	1.5	34.6	63.6	0.3	0	100	379	2.6
B	Fairness in the present promotion scheme	7.1	54.9	37.7	0.3	0	100	379	2.3
C	The rewards of my performance	2.4	52.5	44.3	0.8	0	100	379	2.4
D	Opportunities for personal growth	8.2	62	29.6	0.3	0	100	379	2.2
E	Teachers are promoted on the basis of their qualification	13.5	54.4	31.1	1.1	0	100	379	2.2

Key: NS: Not Satisfied, SS: Slightly Satisfied, S: Satisfied, VS: Very Satisfied, ES: Extremely Satisfied, M: Mean, n: sample size.

Source: Field data

Table 3 shows that 63.6% of the secondary school teachers are satisfied in the sub-item of Chances of Promotion with a mean of (2.6). 54.9% of the teachers are slightly satisfied in the

sub-item of Fairness in the Present Promotion Scheme with a mean of (2.3). 52.5% of the respondents are slightly satisfied in the sub-item of Rewards of my Performance with a mean of (2.4). 62% of the respondents are slightly satisfied in the sub-item of opportunities for personal growth with a mean of (2.2) and 54.4% are slightly satisfied in the sub-item of Teachers are promoted on the basis of their qualification with a mean of (2.2).

Promotion has always and will always be an important matter to employees. How promotions are carried out by the Teachers' Service Commission (TSC), impacts on their levels of job satisfaction, commitment to their duties, loyalty to their employer and organizational performance. The results of this study indicate that secondary school teachers feel slightly satisfied in the job factor of Promotion. Although Chances of promotion are available, the promotion scheme is not fair as majority of the teachers are still stagnant in their current Job Groups. This contributes to low levels of job satisfaction among the teachers. TSC policy on promotion is determined by the budgetary allocations by the government and this may be the reason why teachers are not promoted for instance, while all promotional grades and positions require a minimum of only three years' experience to qualify to be interviewed to the next grade, and also the commission only advertises vacancies when the government treasury has provided funding. Instances where teachers act in higher positions while in lower grades are common. This delay is a significant challenge in the implementation of the policy on promotion, which brings dissatisfaction among teachers. Therefore, such instances result in low job satisfaction among teachers and lack of opportunities for advancement in their career. The assertion is based on the finding by Iwu (2018), that avers those opportunities for professional advancement which basically is determined by job promotion factors, influence job satisfaction. The results of this study agree with the research results of Gathungu (2015) which indicate that job promotion affects significantly work motivation and job satisfaction levels which is also in line with Scandura (2017) findings.

CONCLUSION

Many recommendations have been made to the government of Kenya to improve terms of service for the teaching profession in order to make it attractive and at the same time retain teachers in the profession. The scheme of service for the graduate and approved teachers (2010) had objectives which included provision for competent and effective teaching force for learning institutions; establishment of standards for recruitment and advancements of graduate approved teachers and encourage continuous training, appraisal and self-development; provision of a career structure with prospects for advancements which would attract and retain suitably qualified personnel in the teaching profession. In this study the low level of job satisfaction among teachers was recorded in the job factor of Promotion. This low level of job satisfactions only indicates that the promotion scheme under which the teachers work is poor. Since Remuneration or the salary structure depends on the Promotion of the teachers, they felt that their low pay does not meet their daily expenses well. This causes teachers to engage on other businesses, for example, hawking goods and this leaves very little time for the teacher to prepare well for his or her lesson. The teachers end up spending most of their time chasing other means of bringing in quick money at the expense teaching. Teachers see teaching as a profession where there are no opportunities for personal growth or mobility in terms of the profession. Less chances of promotion opportunities make teachers and other people not in the profession accord teaching low recognition and hence many teachers feel

dissatisfied and leave the profession for better paying jobs. The teachers also came up with other ways that would enhance their job satisfaction.

Recommendations

Educationists should make sure that the teachers' remuneration which depends on the promotion scheme for the teachers, is equitable to their jobs, achievements, and qualification rather than teachers feeling bored and dissatisfied being in the same job group for a long time without mobility to the next level. Hence this would definitely enhance high job satisfaction levels of the teachers.

Retaining teachers in the teaching profession is an uphill task and attracting them with a high remuneration may not be enough. Individuals would like to improve themselves in their profession and so acquire personal growth and advancement. This study found out that the teachers were highly dissatisfied with the job factor of promotion. Opportunities for promotion for teachers should be increased and the promotion scheme should not only be based on academic qualification but also on professional competence, length of teaching experience and the teachers' output which can be measured with the students' performance in examinations.

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