

## Influence of Compensation on Special Needs Educators' Job Satisfaction in Special Schools for The Learners with Hearing Impairment in Kenya

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### ARTICLE INFO

#### Keywords:

Compensation; Teacher job satisfaction; Special Needs educators; Special Schools for the Learners with Hearing Impairment

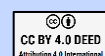
#### Article history:

Received 08 January 2024

Revised 22 June 2024

Accepted 25 June 2024

Available online 30 June 2024



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DOI: <https://doi.org/10.32734/tj6h3r50>

### ABSTRACT

Effective teaching and learning to achieve the educational goals require satisfied teachers, yet, most of the teachers in Kenya indicate lack of job satisfaction with their work. The rising numbers of special needs educators exiting from special schools for the Hearing Impaired and the frequent strikes are the possible indicators. This study examined the influence of Compensation on teacher job satisfaction among the Special Educators in Public Special Primary Schools for the Hearing Impaired in Kakamega County Kenya. This study employed the Two Factor Theory of Herzberg. The study adopted multiple case study design. The study was carried out in Special Primary Schools for the HI in Kakamega County. The target population was 59 respondents, which comprised of 4 headteachers, 4 deputy headteachers, 47 classroom teachers and 3 curriculum support officers for special needs drawn from each of the sub counties where the special schools for the HI is located. The sample size was a total of 58 participants. Saturated sampling technique was used. Interview schedules, Focus Group Discussions and document analysis were used for data collection. The study adopted thematic analysis to generate the findings of the study. The study found out that Special educators were not satisfied with the salary and allowances that they were given by the Teachers Service Commission (TSC) Fringe benefits and incentives are also highly valued by the special educators.

### How to cite:

Nyongesa, G.J. (2024). Influence of Compensation on Special Needs Educators' Job Satisfaction in Special Schools for The Learners with Hearing Impairment in Kenya. *Humanities & Language: International Journal of Linguistics, Humanities, and Education*, 1(3), 132-164.

## 1. Introduction

The teachers' job satisfaction has a significant influence on, and important implications for their effectiveness and delivery of quality education. They provide instructions to children with special needs and disabilities by adapting and developing materials that match the learning needs and interests of such learners. Shann (2001) maintains that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and a contributor to school effectiveness. The teachers' overall career satisfaction in general, and satisfaction with their jobs in particular, are pivotal to

maintaining quality teaching, and to retaining motivated and qualified individuals in the teaching profession (Turner, 2007).

The methods and the materials needed to meet the individual needs and interests of learners having special educational needs put much workload on the Special Needs Educators (Walker, 2010). Besides, Special Needs Educators interact with learners of diversified interests, abilities and educational needs in the same classroom. However, the Special Educators are expected to meet the needs and interests of all learners and manage them within the classroom to ensure their future development.

Kim (2001), found that the Special Needs Educators' job satisfaction was the most significant predictor of their intent to remain in the profession. Weasmer and Woods (2004) also argue that teacher satisfaction reduces attrition, enhances collegiality among superiors, teachers, students and parents, improves job performance, and has an impact on student outcomes. Satisfied teachers are committed and motivated to do what is expected of them.

Hastings and Brown (2002) indicated that Special Education teachers have higher levels of anxiety, feel less supported and have lower job satisfaction than their contemporaries. Although employed primarily to teach, special needs educators are engaged in a wide variety of tasks along with the basic face-to-face teaching. These include taking children to hospitals when they fall sick while at school, providing for the basic needs to the needy cases in the school, taking children to their homes when schools close and even going to their homes to pick them upon the opening of the schools, helping the parents on the communication modalities with their children among other tasks that they are given.

While demands on special educators have increased, there has been little change in their patterns of employment, compensation and career advancement (Kelly, 2000). Kelly further notes that many teachers who initially begin their career with enthusiasm and positive expectations look for a change in direction after only three to five years while experienced teachers suffer from lack of job satisfaction. Educators who teach students with special needs particularly those with HI are overwhelmed with the challenges and unknown demands that occur simultaneously and quickly (Stempien & Loeb, 2002; Ingersoll, 2003; Thornton et al., 2007).

Within four years of beginning to teach, over one half of all special education teachers either leave the profession altogether or transfer to general education (Billingsley, 2004). Perhaps as important, during this same four-year period those who remain in special education frequently seek transfer and migrate from one school to another seeking a more satisfying role and better working conditions (Billingsley, 2004). Special needs educators who are not satisfied with their jobs have low morale which has led to apathy, poor job performance, increased value for material rewards, dissatisfaction with school authorities, high turnover and constant shortages. The rate of attrition of special educators who are not satisfied with their job is particularly excessive in high poverty urban schools due to fewer resources and poorer working conditions (Darling Hammond, L. & Young, P. 2000). Low salaries, inadequate support from school administration, students' discipline problems and limited faculty input into school all have a negative effect in special education teachers job satisfaction hence high rate of turnover and low retention rates. Special educators who are less satisfied with their jobs are more likely to leave than those who are more satisfied. Those who stay do so not because they are satisfied but due to reasons like work schedule is compatible

with family responsibilities, the teacher is the sole bread winner and cannot find a better position as to be closer to his/her home among others.

A large number of special educators abandon the teaching profession every year (Duesbery & Werblow, 2008; Houchins, Shippen, McKeand, Veil Roma, Jolivette & Guarino, 2010; Maniram, 2007; Stempien & Loeb, 2002; Thornton, Peltier & Medina, 2007). Stempien and Loeb (2002) have boldly stated that the special needs education sector in particular has been susceptible to losing its well-trained educators. Duesbery and Werblow (2008) concur with the statement and argue that retaining special needs educators is particularly crucial. Thornton et al. (2007) acknowledge that the reasons special needs educators leave the profession are intricate and multifaceted. The reasons include low remuneration, poor working conditions and lack of promotion. The shortage of special needs educators is described as an international phenomenon that cannot easily be resolved (Stempien & Loeb, 2002; Thornton et al., 2007).

Wangarin & Orodho (2014), recommends that one Special Educator should handle 3 – 5 learners. They assert that Teachers handling learners with special needs handle more complex learners. They affirm that Head teachers should maintain the recommendation 3-5 numbers of learners with special needs per special educator. One of the issues and constraint identified in the SNE policy (2009) was teacher-learner ratio in learning institutions. The Government of Kenya (GoK) recommends a ratio of 1: 8 for those with total hearing impairment and 1:11 for those having residual hearing loss. (SNE Policy 2009). The MoE, in its recommendations and commitment to SNE, one of the strategies highlighted in the SNE Policy document (2009) is that “The MoE in collaboration with TSC ensure that staffing norm for the teacher/pupil ratio is adhered to” (SNE Policy 2009 p. 42).

If efficiency in a work place is to be realized, it has to be done under favourable conditions. Special Needs Educator is to be provided with an enabling conducive environment to perform and produce the desired results. Williams (2004) asserts that for work to be done effectively, it needs to be done under favourable conditions thus, an enabling environment to perform and produce the desired results. Likewise, for Special Needs Educators to be satisfied with their jobs and work well, there is need to have environment and working conditions that are favorable to them.

### *1.1. Statement of the Problem*

While there is evidence that the government of Kenya has shared out a larger budget towards education, where special needs education is included, so much is yet to be seen on the ground both in remuneration and general infrastructure. Policies in special needs education are more on learners than affecting teachers on the positive. Due to this, teachers in special needs education are almost forgotten. Infrastructures from working space to barrier free environments have also been wanting and yet the Special Needs Educator is expected to produce perfect results. A study on the influence of compensation on Special Needs Educators’ Job Satisfaction in Special Schools for the Learners with Hearing Impairment was undertaken with a view of identifying the influence it has on their job satisfaction.

### *1.2. Purpose of the Study*

The purpose of this study was to examine the influence of compensation on Job Satisfaction among Special Needs Educators for the Learners with Hearing Impairment in Special Schools.

### *1.3. Objective of the Study*

The objectives of this study was establish the influence of Compensation on teacher job satisfaction among the Special Needs Educators in Special Schools for the Learners with Hearing Impairment

### *1.4. Research Question*

The research question that guided the study was: How does compensation influence teacher job satisfaction among the Special Needs Educators in Special Schools for the Learners with Hearing Impairment?

### *1.5. Significance of the study*

This study may be useful in informing the education stakeholders (Teachers Service Commission, The Principals, Curriculum Support Officers, County Directors of Education) on how they can enhance job satisfaction of the special educators for the learners with hearing impairment.

### *1.6. Scope of the study*

The study focused on finding out the influence of compensation on teacher job satisfaction among the Special Needs Educators for the Learners with Hearing Impairment in Kakamega County. The study was conducted in Special Primary Schools for the HI in Kakamega County. The study used interviews schedules, focused group discussions and Document Guide Analysis for data collection.

### *1.7. Theoretical Framework*

This study employed the Two Factor Theory of Herzberg (1968). Herzberg maintained that variables that lead to job satisfaction are not the same as those factors that lead to job dissatisfaction. According to Herzberg & Grigaliuma (1959), the presence of intrinsic factors within an organization or institution would inspire employee and create job satisfaction. However, the absence of these factors from the organization may not necessarily lead to job dissatisfaction. The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Pervachione, Petersen & Rossen, 2008).

The relevance of Herzberg (1959) theory for the study was that it emphasizes the fact that for individuals to be satisfied with their job, certain job factors must be in place. The factors assisted the researcher to assess the job satisfaction levels of special educators as well as how they positively or negatively influenced job satisfaction. It was concluded that a special educator who feels unrecognized in the performance of his/her duties in the special school for HI would not necessarily abandon teaching in the special school as long as they are well paid and has good relationship with colleagues.

A teacher who feels that his or her salary is not ample, will be dissatisfied, but improving the salary to an acceptable level will not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the

reasons for job dissatisfaction are removed (Furnham, 2005). However, the fulfillment of hygiene factors cannot by itself result in job satisfaction, only in the reduction or elimination of dissatisfaction. If for example, the air conditioner breaks in the middle of the school-day in hot summer, the teachers will be greatly dissatisfied. However, if the air conditioner works throughout the school day, this will not increase the teachers' job satisfaction. A special educator who feels underpaid will be dissatisfied, however, if the employer increases their salary to an appreciable level, it will not necessarily lead to job satisfaction. It was of interest to the researcher to know if the motivators according to Herzberg are equally cited by the Special Educators as affecting their job satisfaction.

## **2. Literature Review**

Barman and Dibyendu (2017) conducted a study to assess the level of Job Satisfaction of Teacher Educators working in different types of Bachelor of Education colleges in West Bengal India. This was in relation to some personal and socio-demographic variables. The investigators used Descriptive Survey method for the study. The sample consisted of 405 Teacher Educators who were working in different Government Aided and Private or Self-Financed Bachelor of Education colleges in West Bengal. The stratified random sampling technique was used for the selection of sample in the study. The investigators developed a self-made questionnaire followed by Likert's five-point scale, that is, Strongly Agree (S.A), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (S.D). For the analysis of data Mean, S.D., t-test, ANOVA and graph were used by the investigators in the study. The results of the study were that Teacher Educators working in different Government Aided and Private Bachelor of Education colleges in West Bengal are satisfied with all the job dimensions or aspects of Job Satisfaction except one dimension i.e. salary & compensation. As opposed to their study, the current study focused on Primary Special Educators for the H.I and only those engaged in public primary schools were involved. The current study also involved special educators working in primary schools as opposed to the previous study that involved educators in the colleges. The current study employed a qualitative approach and multiple case study design. Interviews and focused group discussions were also used as instruments for data collection as opposed to the previous study where the questionnaires were used. The current study was also done in Kenya as opposed to India. The results obtained from the current study may be different from the former study since Kenya and India are different in geographical location and economic level. India is better in terms of economic functioning and therefore the difference in the level of investment in the education sector in the two countries may be a source of difference.

Arunkumar and Dhanesh (2018) conducted a study to measure the level of job satisfaction among women special educators for children with Intellectual Disabilities in Chidambaram Taluk Cuddalore District in India. The researcher used 32 special Educators who were selected from a population of 48 special educators. The researcher adopted a descriptive survey research design, and collected data by interview method. The study revealed that more than half (50%) of women special educators had low level of job satisfaction in their job. The study focused on the special educators for children who have intellectual disabilities. However, the current study focused on both female and male special educators for the learners who have HI in Kakamega County. The current study also used Interviews and Focused group discussions as opposed to Arunkumar & Dhinesh's study that used only interviews in data collection. Therefore,

more data was availed than the previous study. The current study also involved qualitative approach and multiple case study design. Kenya and India have different economic power and hence this might have brought about the difference in the results of the study.

Ruchuka (2017) conducted a study on job satisfaction amongst government and private school teachers in New Delhi-India. The study was exploratory and quantitative in nature. Survey design was employed. From the results, it was concluded that compensation has the most significant effect on the job satisfaction level of the school teachers. In contrast, the current study focused on special primary schools for the HI. It also employed qualitative approach and multiple case study design. The pure qualitative approach allowed the research to get more data from the respondents as focus group discussion and interview schedule were employed by the researcher. Qualitative approach was the best since the researcher only involved a few participants hence the use of the interview schedules and focused group discussions.

Suleman & Hussain (2018) conducted a study to examine and compare the job satisfaction of male and female secondary school heads in Khyber Pakhtunkhwa, Pakistan. All the female and male secondary school heads working in public secondary schools constituted the population of the study. A sample of 402 secondary school heads were selected through multistage sampling technique in which 260 were males and 142 were females. Descriptive design and quantitative approach were used. A standard tool, Minnesota Satisfaction Questionnaire (MSQ) was used for data collection. For statistical analysis, proper descriptive statistics, i.e. mean and standard deviation and inferential statistics i.e. independent samples t-test were employed. The results revealed that both female and male secondary school heads were dissatisfied with compensation that they received. In contrast, the current study involved the special educators- both female and male teaching in primary special schools for the HI. The current study also focused on compensation. It employed a qualitative approach and saturated sampling was used to select all the teachers, headteachers and all the three curriculum support officers for special needs.

Bolin (2007), in a study on teacher job satisfaction and factors that influence it in Shanghai, China, examined five dimensions that could possibly lead to job satisfaction, namely self-fulfillment, workload, salary, leadership and collegial relationships. The study findings showed that teacher satisfaction was low with regard to the income dimension. In other words, teachers were not satisfied with their income. The study revealed that a high work demand and low salaries could lead to the lack of job satisfaction. The study employed explorative design where questionnaires and interviews were used. The current study employed a qualitative approach where interviews and focused group discussions were used. The current study also was undertaken in Kenya. Kenya is lower in terms of economic capacity as compared to China. The difference in the economic level of the two countries might cause a difference in the level of job satisfaction among the special educators.

Jyoti and Sharma (2006) conducted an evaluative and diagnostic study to discover empirically the nature of relationships between job satisfaction and different factors, as well as independent aspects of job satisfaction. The sample comprised 120 school teachers working in government and private schools in Jammu city-India. The questionnaire covered six aspects of the job: principal's behaviour, society and colleagues' behaviour, work itself, pay and rewards, growth opportunities and

recognition, and students' behaviour and others. The results indicated that many (more than 90%), of the teacher participants' level of satisfaction with their pay was below average, and most of them believed that they were not earning what they deserved. Thus, teachers had to turn to providing additional private tuition to meet their financial needs. The current study involved special educators in the public primary schools for the hearing impaired alone. The difference in the settings of the schools and the environment within which the teachers work might have an impact on the satisfaction that they have. The difference in the economic status between Kenya and India might also influence the way the government invest in the education sector.

Dehaloo (2011) while conducting a study on motivation and job satisfaction of teachers in the Ilembe District of Kwa-Zulu -Natal South Africa notes that teachers are not paid fairly and their income does not keep pace with the inflation. Salary packages are perceived as not being commensurate with the amount of work done and there is lack of salary adjustment for improved academic qualifications. It also reported that salary increases are always accompanied by raises in taxes which lower the income of teachers. Dehaloo employed a mixed method approach in the study and sequential explanatory design. 100 respondents filled the questionnaire from five secondary schools and 16 teachers were interviewed from the same schools during the qualitative phase which involved a phenomenological study. However, for the present study, qualitative method approach was employed where a multiple case study research design was used. The 4 (Four) Headteachers of the four schools which were the target of the study were interviewed. The Curriculum Support Officers for Special Needs were also interviewed. Whereby Dehaloo (2011) used the questionnaires, the current study made use of the focus group discussions to get the data from the teachers. This enabled the researcher to get rich data on the factors that influence job satisfaction among the special educators. The study also focused on compensation and its influence on teachers' job satisfaction. The study was done in regular secondary schools while the present study was done in primary schools for the HI.

Mabaso and Bongani (2017) investigated the impact of compensation and benefits on job satisfaction among the academic staffs in higher Education institutions in South Africa context. The study employed the quantitative research method to investigate the influence of rewards on talent attraction and retention. An explanatory hypothesis generating approach was employed and a survey design was used to collect data through a semi structured questionnaire. A sample of 279 academic staff, which was the total population of participants were selected for the study. The results indicated a positive and significant effect of compensation on job satisfaction. Moreover, there was no significant effect between the benefits and job satisfaction. Therefore, only compensation significantly predicted job satisfaction among the academic staff. However, the current study employed qualitative approach and multiple case study research design. The previous study was conducted in higher institutions while the current study filled the gaps in public primary schools for learners with HI.

Maforah (2004) conducted a study on factors that promote the level of job satisfaction among educators on the Inner-City Independent Schools in South Africa. The study employed a pure quantitative approach. A sample of 100 educators were envisaged. Questionnaire was used that employed Likert scale. SPSS was used for data analysis. The results of the study indicated that there is a moderate high positive relationship between job satisfaction, salary and fringe benefits. Thus, the better the

salary and fringe benefits, the greater the job satisfaction and vice versa. However, the current study employed the qualitative research approach. Multiple case study design was used and focus group discussions and interview schedules were used in data collection. In addition, the current study was conducted in Kenya, which is lower in terms of economic performance as compared to South Africa. The difference in economic status might have made the results to be different.

Nyasha (2016) conducted a study on job satisfaction and how it impacts on Job Performance in Bikita district public secondary school teachers in Zimbabwe. A mixed method approach to the study was adopted where both questionnaires and structured interviews were used. Twenty-five rural secondary school teachers and ten secondary school heads, including their deputies were used as respondents. The research findings established that teacher salary is a major component in the teachers' working if teachers are to be satisfied with their jobs in order for them to perform up to standard. According to research statistics received, 60% of teachers in rural areas were not happy with what they earn from the Ministry of Education as salaries. The current study focused on compensation and its influence on job satisfaction for teachers in special primary schools for learners with hearing impairment in Kakamega County Kenya. The current study, in contrast to the previous study, adopted a pure qualitative research approach. This enabled the collection of in-depth data. The scheduled interviews and focus group discussions were used in data collection.

Kumedzro (2016) investigated dynamics of job satisfaction and retention of special needs education teachers in Southern Ghana. The study was based on Herzberg's Two-factor Theory that explains the determinants of job satisfaction and dissatisfaction of employees. This study adopted descriptive correlational survey method, utilizing mixed methodologies in data collection and analysis. The target population for the study was 375 teachers and 14 head teachers drawn from 14 schools within the study area. The study was however conducted in 9 schools which consisted of 5 schools for the Deaf, 3 schools for the Intellectually Challenged and one school for the Blind. Multiple sampling techniques were applied to select the sample schools and the respondents. The main instruments for the data collection were questionnaire and interview schedule. The findings of the study revealed that there was positive and statistically insignificant relationship between compensation and retention. The findings established that special needs education teachers in Southern Ghana were dissatisfied with their job compensation in terms of salaries and fringe benefits as they compared the nature of their work with their colleagues in the mainstream education sector. The Pearson's Product Moment Correlation Coefficient (Pearson  $r$ ) was computed on the relationship between compensation and retention of special education teachers. The findings revealed that there was a positive relationship between compensation paid and retention of special needs education teachers in Southern Ghana. However, the relationship between compensation and retention was found not to be statistically significant. In the current study, multiple case study research design was used and qualitative approach was employed. In addition, focus group discussions were used in data collection. This enabled the study to have access to rich data from the respondents. The study also made use of the saturated sampling technique where all the participants were involved. This helped in filling the gap where some target participants are left out if multiple sampling technique is used.



A study by Akiri and Ogborugbo (2009) that examined the teachers' satisfaction with their careers in public secondary schools in Ijebu Ode, Ogun State Nigeria found that the majority of the teachers (about 72%), were generally dissatisfied with their salaries. The study also indicated that the rate of increase in the teachers' salaries and allowances was low in comparison to the rate of inflation in the country. In addition, they were poor when compared with those workers in the private sector. The employees' perceptions of inequity with respect to salary may result in dissatisfaction. This research study adopted survey method and a confidential questionnaire was developed and sent to 200 respondents from the selected secondary schools in Ijebu-ode Local Government Area of Ogun-State. Three research hypotheses were developed for this study using chi-square statistical tool for the analysis. The current study tried to fill the gap in the primary special school for the hearing impairment in Kakamega county. The study employed a pure a qualitative research approach and multiple case study design was employed. The focus group discussion and scheduled interviews were used in data collection hence enabled collection of rich data as compared to the questionnaires as in the previous study.

Mengistu (2012) conducted a study on job satisfaction of secondary school teachers in Addis Ababa Ethiopia. A mixed method sequential explanatory design was used. In the quantitative phase, the data collection was done by means of a self-structured questionnaire that focused on four work factors that were identified as salary and benefits, management, work characteristics and interpersonal relationships. The stratified random sample consisted of 300 secondary school teachers in Addis Ababa. The results indicated that the teachers were significantly dissatisfied with most aspects of work. Salary and benefits emerged as the primary dissatisfying aspects of all the work factors. Other areas of dissatisfaction related to poor fringe benefits. According to Taylor's Scientific Management Theory of Motivation (1911), money is the chief motivator to employees in order to increase performance. Likewise, there is also need to increase incentives and other monetary benefits to teachers to motivate satisfaction in them and to increase their performance. A highly satisfied teacher through a better salary is likely to perform better. However, there are indications that some teachers get late payments of their salaries which is an act which has a negative impact on teacher work morale and job satisfaction. The findings of the research study revealed that, those teachers who are not paid on time may not come to school on time and that they are hungry. While the study focused on the secondary school teachers, the current study involved the special educators in the special primary schools for the Hearing Impairment. Therefore, the current study attempted to fill the gap in the primary special schools. The study further tried to establish the influence of compensation on job satisfaction of teachers of learners with hearing impairment in special primary schools.

In another study on the job satisfaction of Ugandan academics, Garrett and Ssesanga (2005) indicated that an inadequate and irregular salary was one of the most frequently mentioned factors causing the job dissatisfaction of academics: 76% of the participants expressed the view that inadequate salary was the main source of their discontent. Garrett and Ssesanga postulated that Ugandan academics were forced to take on other jobs because of their inadequate salaries, thereby limiting their allegiance to their employer, and reducing their commitment to their organization. Thus, the provision of inadequate salaries to teachers may hinder their efforts in striving towards

higher-order needs such as achievement, responsibility, or their esteem-needs (Jyoti & Sharma, 2006). The study used a sample of 182 respondents drawn from two universities in Uganda as opposed to the current study which involved the primary special educators. The current study, therefore filled the gap in the primary special schools for the HI on how compensation influences their job satisfaction.

In Kenya, issues surrounding work motivation and job satisfaction in the education sector have continued to elicit controversy whenever the teacher unions and their employer (TSC) seek or attempt to address them. Often, the stakeholders in the education industry are locked up in the boardrooms discussing strategies to ensure that teachers remain contented within the service. Such meetings especially come during industrial unrest involving strikes that usually completely paralyze or threaten to paralyze the functions of the sector. Evans (1999) notes that in comparison with other professional groups, teachers' low pay is clearly a major cause of teacher dissatisfaction. There is a general feeling of teachers that even when starting salaries could be comparable, those moving into other fields such as medical, telecommunication, commerce or agriculture could achieve bigger salaries. There is indeed a sense of frustration to teachers that their qualifications and skills are undervalued (VSO Ethiopia, 2011).

Wangarin and Orodho (2014) conducted a study on the determinants of job satisfaction and retention of Special Education Teachers in Primary schools in Nairobi County-Kenya. A descriptive survey Research Design was applied. The total sample size was 75. The mixed method involving qualitative and quantitative approaches were used to generate data. The study revealed that majority of the Special Educators 84.3% and 60% headteachers were not satisfied with remuneration package they are given as compared to their qualifications. It was thus, evident that more than half of the teachers and headteachers were not happy with the terms and conditions of service, especially for the teachers in Special Education institutions. The study also showed that the most highly ranked source of dissatisfaction among both teachers and headteachers were the low salary package and the heavy workload as a result of the exponential growth in pupil population in schools in the country. While Wangarin and Orodho involved the special educators from all the categories within Nairobi County, the current study only involved the special educators for the hearing impaired in Kakamega County. The current study also employed the qualitative research approach and multiple case study design. The interviews and focus group discussions were used in data collection hence more data might have been obtained from the respondents.

Kemunto (2015) conducted a study on teacher motivation in Public Secondary schools in Masaba South Kisii County. The study targeted 402 teachers but used a sample of 121. Simple random sampling was used to select teachers. Semi structured questionnaires were used to collect data from the respondents. Data was analyzed using SPSS for descriptive and regression analysis. The study adopted descriptive survey design. The study affirmed that an increase in remuneration as a factor causes an increase in teacher motivation. The study indicated that an increase in remuneration factors by 1% would cause an increase in teacher motivation by 86.4%. While the previous study engaged teachers in public secondary schools, the current study tried to fill the gap in the special primary schools by involving special educators in Public primary special schools for the HI where the work demands, working conditions and work load are a bit different. Scheduled interviews and focused group discussions were also used

in data collection, saturated sampling was used to select all the teachers, headteachers and curriculum support officers for Special needs. This means that more rich data was collected from the respondents.

Makena, Muguna and Muriithi (2015), conducted a study on the effects of compensation on job satisfaction among secondary school teachers in Maara Sub-County of Tharaka Nithi County -Kenya. The study employed a descriptive survey research design. Stratified Random Sampling was used and a sample size of 214 teachers were drawn from the target population of 474 teachers. Questionnaires were administered for data collection. The study established that the basic pay, allowance and work environment affects teachers' job satisfaction to a great extent. The study also concluded that the teachers were highly dissatisfied with all aspects of compensation to commensurate with the services rendered. The findings imply that poor compensation is a major cause of teachers' job dissatisfaction. The study also indicated that the compensation the teachers receive affects their job satisfaction to a moderate greater including the pay structure, policy, consistency, administration and timely payment of salary by TSC. The allowances such as house allowance and hardship allowance that teachers receive affect their job satisfaction. While the study focused on secondary school teachers in Maara subcounty, the current study focused on filling the gap in the special primary schools for the HI. Therefore, the special educators in Primary Schools for the learners with HI were the main respondents. The study further made use of the focus group discussions and scheduled interviews that enabled the researcher gain access to more rich data from the respondents as opposed to the previous study where only questionnaires were used. The current study also employed the use of the qualitative research approach and multiple case study design.

Ndungu (2017) investigated the effects of rewards and recognition on employee performance in educational institutions- a case of Kenyatta University-Kenya. A descriptive Research Design was used in the investigation of the effects of Kenyatta University staff rewards schemes on University Staff performance. Data was collected by questionnaires administered to teaching staff of Kenyatta University. Stratified random sampling was used. A sample of 332 employees from Kenyatta University filled a five-point Likert scale questionnaire. Standard procedures were used to process and represent the findings. Inferential statistics (Pearson Correlation Analysis) and multiple Regression were then applied. Results showed that the salaries and fringe benefits as well as job security are low in Kenyatta University and caused dissatisfaction among the employees. That the staffs have the lowest means of concerns to salary and fringe benefits and that of job security. That salaries and fringe benefits and job security in Kenyatta University are very low causing job dissatisfaction. While the study involved the teaching staff of a university, the current study filled the gap of the teaching staffs in the primary special schools for the HI by involving the primary teachers for the HI. The current study also used the interviews and focus group discussions for data collection unlike the previous study where only questionnaires were used. This enabled more interaction with the researcher and hence more rich data collected. The qualitative research approach and the multiple case study research design that were employed in the current study also provided opportunity for the researcher to explore more on the extend of the influence

compensation on the teachers' job satisfaction hence contribute more data to build more knowledge.

Muchemi (2012) conducted a study to determine factors influencing job satisfaction among deputy headteachers in Public primary schools in Kieni East District. Survey Design was selected for the study because it was not possible to control independent variables in the study. Forty-six respondents were selected from a population of 52 deputy head teachers. The data was analyzed using statistical Package for Social Scientist (SPSS) version 19.0. The results revealed that deputy headteachers were not satisfied with remuneration package offered to them. Apart from the deputy headteachers, the current study also engaged headteachers, curriculum support officers and the classroom teachers as well. The current study also made use of the interviews and focus group discussions in data collection as opposed to the previous study where only questionnaires were used. The current study fills the gap in the special primary schools. The qualitative research approach and Multiple case study design were used in the current study.

According to a study by Baraza (2008) on the effects of rewards on job satisfaction among secondary school teachers in Sirisia/Malakisi Sub County in Bungoma County, most teachers do not recognize the TSC as a caring employer that provides for their needs in terms of security and sometimes their requirements for special financial help. In the research findings, Baraza observed that money is the main reason for working in many cases in developing counties, although there are many other factors that people take into account when deciding to take or remain in a job. Financial rewards are important as far as motivation is concerned but does not satisfy all the needs. The study adopted a descriptive study design. Data was collected using a semi-structured questionnaire, the questionnaire was divided into three parts. The current study was conducted to fill the gap in the primary special schools for the HI in Kakamega county. The study adopted qualitative research approach using multiple case study design. Interviews schedules and focus group discussions were used to collect data hence fills up the weaknesses that the questionnaires might have had in the previous study.

A study to investigate the relationship between job satisfaction and seven independent variables among secondary school teachers in Nairobi Province was conducted by Wangai (2003). The study was also supposed to find out how the teachers ranked the seven job factors in order of most important. The study used Ex-post Facto design and the target population consisted of public and private secondary school teachers in Nairobi province. A questionnaire was used as the research instrument and it was divided into three parts. The instrument had a reliability of 0.9. A sample of sixty-four secondary schools giving rise to 621 teachers were used for the study. The two-tailed t-tests and one-way analysis of variance were used to test the hypotheses. The teachers indicated the second lowest level of job satisfaction as remuneration in which they indicated they were dissatisfied. The lowest levels were indicated as fringe benefits. Teachers perceive their fringe benefits as being poor. Teachers felt that their low pay does not meet their daily expenses well. This causes teachers to engage on other businesses, for example, the "matatu"(owning vehicles for public transportation) business or hawking goods and this leaves very little time for the teacher to prepare well for the lesson. The teachers end up spending most of their time chasing other means of bringing in

quick money at the expense of teaching. Whereas this study employed quantitative approach and used ex-post Facto design, the current study employed qualitative research approach and multiple case study research design. The current study also used interviews and focus group discussions as a tool for data collection unlike Wangai's study where only questionnaires were used. Wangai targeted secondary school teachers in both public and private schools, while the target population in the current study was special educators in the public primary schools for the HI. This study cannot be generalized to job satisfaction among special education teachers due to their different roles hence a study to address special education teachers was necessary.

A study by Mwenda (2015) was to establish the institutional factors influencing job satisfaction among teachers in mixed day secondary schools in Imenti South District-Kenya. The study employed a descriptive survey design where 36 mixed day secondary schools were sampled out of 43 in the district. A total of 115 teachers were randomly sampled. Six schools were randomly selected in each ward out of the six wards in Imenti South district whereby a minimum of four teachers were randomly sampled to participate in the study. The research instrument used for this study was the questionnaire for the teachers. The research used descriptive statistics such as percentages, means and frequencies to report data. The results of the data analysis were reported in summary form using frequency tables and pie charts.

Muthoni (2014) investigated institutional factors influencing job satisfaction among teachers in public primary schools in Kasarani District of Nairobi County-Kenya. The study used descriptive survey design in which it targeted 25 headteachers and 360 teachers in Kasarani district. Purposive sampling was used to select 15 headteachers and simple random sampling was used to select 108 teachers. This resulted into a sample size of 123 respondents. The data was collected by use of two sets of questionnaires one for the headteachers and another for the teachers which were self-administered by the researcher. Data was analyzed both qualitatively and quantitatively. The study established that the current salaries negatively influenced the respondents' job satisfaction. This is due to the fact that 91% of the teacher respondents were not satisfied with their current salaries, majority (76%) was also not satisfied with their jobs. While this study involved the teachers in regular primary schools, the current study fills the gaps in the special primary schools by focusing on special educators teaching in special primary schools for the Hearing Impairment in Kakamega County. The current study used Focus Group Discussions to collect data from the teachers while the headteachers and the Curriculum Support Officers for Special needs were subjected to interviews. The current study further employed the multiple case study design and qualitative research approach. This helped in ensuring that all the respondents are effectively engaged. Data was interpreted qualitatively.

Nyagaya (2015) conducted a study on the factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Nairobi County, Kenya. A descriptive survey design was used to collect primary data by means of questionnaires. The study employed simple random sampling technique to collect data from public primary schools in Kayole Division. The target population of the study involved all the 20 public primary schools in Kayole and all the teachers therein. The study used primary data that was collected using structured questionnaires for head teachers and teachers with both closed and open-ended questions to establish the factors influencing teachers'

level of job satisfaction in public primary schools in Kayole Division, Nairobi, Kenya. The sample size was 196 teachers from public primary schools in Kayole Division. The results of the data showed that the majority of the respondents, 65 percent, are not satisfied that salary meets their expenses. Data from the same indicated that only 10 percent of the respondents felt very comfortable with fringe benefits/rewards. Further findings indicated that very few teachers were either very satisfied or extremely satisfied with the allowances they are given in terms of remuneration. The findings are a clear indication that something should be done to attract teachers more to their job and make them more satisfied than ever. While study focused on teachers in regular primary schools, the current study engaged special educators for learners with HI in Kakamega county hence tried to fill the knowledge gap. Qualitative research approach and multiple case study design were use in the current study. This helped in ensuring that all the respondents are effectively engaged. Besides, in the current study, focused group discussion and interview schedules were used in data collection where the headteachers were interviewed while the classroom special educators were subjected to focus group discussions. This helped in getting rich data from the respondents.

Nyange (2013) investigated the factors that influence job satisfaction of secondary school teachers in Voi district Kenya. The study adopted a descriptive research design in which 33 teachers and 11 principals were sampled using simple random sampling method. The data was collected using self-administered questionnaires and interview guides. The research instruments were pilot tested to test the reliability and validity of the instruments. The data was analyzed using descriptive statistics such as percentages and frequency distributions. Presentations were done in tables, graphs and pie charts. The study established that according to majority of the teachers (94%) the salaries they received did not measure with their competencies and if it did, it only did slightly. The study also established that the salaries received by the teachers did not meet their expenses according to 58% of the teachers where it did; it only did slightly (33%). The study established that majority of the teachers (81%) indicated that they were never satisfied with the fairness and equitability of present salary in future. The findings revealed that 75% of the teachers have a negative perception of the salary progression in future. The majority of the teachers (91%) are not satisfied with the present fringe benefits while 85% are not satisfied with the pension scheme. The study findings revealed that the teachers were not satisfied with the medical scheme (91%) and transport allowance (94%). While this study focused on the teachers in the secondary schools, the current study focused on the special educators in special primary schools for the HI. The current study also made use of focus group discussions apart from the interview schedules. Multiple case study design and qualitative research approach were used.

Orwa, Omondi, Wambua & Muli (2015) analyzed work motivation and teacher job satisfaction in public secondary schools in Rarieda sub-county, Kenya. A descriptive research design was employed during the study, with a sample of 205 teachers from a population of 440 being used. Primary data collection was utilized. Quantitative and qualitative data was collected and self-administered questionnaires were preferred, while the validity of the questionnaires was ensured through pre-testing. Quantitative data was analyzed using the Statistical Package for the Social Sciences. Subsequently, the analyzed data was presented using frequency tables, percentages, measures of central tendencies and measures of dispersion. The study showed that 10 of the total

respondents making up 5% were highly satisfied with their remuneration. Furthermore, 40 (20%) were satisfied with their salary, while 56 (28%) were slightly satisfied with their salaries. But 94 (47%) of the entire respondents' population were not satisfied with their remuneration. These findings indicate that almost a half of teachers, population in public secondary schools in Rarieda sub-county are not satisfied with their jobs. In addition, some of those who felt satisfied with their salary only felt so slightly. Among the respondents not satisfied with their jobs, 46 out of 138 are satisfied with their salary, while a larger 92 are also not satisfied with their salary. It was therefore clear from these revelations that remuneration influence teacher job satisfaction. While this study investigated job satisfaction in public secondary schools, the current study tried to fill the gap by investigating the job satisfaction in special primary schools for the Hearing Impaired. It also employed focus group discussions and interview schedules in data collections. Qualitative research approach and multiple case study design were employed in the current study.

Nyakundi (2012) investigated Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West subcounty, Kiambu County-Kenya. Descriptive research design was used for the study. The study targeted the principals and teachers of the public secondary schools in the district. The district has 16 public secondary schools. Random sampling technique was used to select teachers while purposive sampling technique was used to select the principals. Out of the 16 schools in the district, 2 schools were used for piloting while the remaining 14 were used in the actual study. A total of 126 respondents participated in the study (constituted 112 teachers and 14 principals). Questionnaires were used to collect data from teachers while interview schedules were used to collect data from principals. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data where descriptive statistics such as means, standard deviation, frequencies and percentages were used to describe the data. Content analysis was used to analyze qualitative data from the interview with the principals. It was found that the reward system affects teacher motivation. This was evidenced by the fact that 49(53%) of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. The study also found that 32(35%) of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 43(47%) of the respondents strongly agreed with the statement that teachers are promoted on the basis of their qualifications and performance. The study also found that 41(45%) of the respondents agreed that teachers output outweigh the pay they receive in terms of salary. The study finally found that 55(60%) of the teachers strongly agreed that teachers who get low pay with regard to their inputs normally get demotivated affecting their performance. While this study employed random sampling in selecting the secondary school teachers in Thika West subcounty, the current study employed the saturated sampling method to select all the special educators for the hearing impaired in the four schools in Kakamega County. The study also used focus group discussions and interview schedules in data collection.

Wachira (2009) conducted a survey on job satisfaction and performance of secondary school principals in Mombasa subcounty Kenya. The study employed descriptive research design. The instrument used in the collection of data for the study was a structured questionnaire. Data was analyzed using descriptive statistics such as tables, graphs, means, frequencies and percentages. The largest population consisted

of all the thirty-seven (37) secondary schools in Mombasa Subcounty. A greater majority of 83.3% said that the principals are not remunerated according to the performance but according to qualifications and grade. Further, majority accounting for 66.6% stated that they are not concerned. For example, looking at the principals' functions, which include classroom teaching, organizing, coordinating and supervising all school activities, planning and acquiring, developing and maintaining the school physical facilities, coordinating specific training and learning activities, guiding and counselling teachers during Teaching practice, inducting and mentoring new teacher and attending to school visitors among others. However, the principals are remunerated at the same level with a classroom teacher in the same job group and grade. The principals stated that with all this work to perform, there are other teachers with only classroom work who earn much higher than their principals. This, according to them, does not go down well with them. The current study employed multiple case study design and qualitative research approach. The instrument that were used to collect data are focus group discussions and interview schedules. This enabled the researcher to obtain more rich data from the respondents.

Mukuni (2013) investigated the job satisfaction levels of science teachers in secondary schools of Murang'a East subcounty-Kenya. The research adopted descriptive survey design. The questionnaire was used for the study as the main research instrument. All public secondary schools in Murang'a East District were targeted in the study. Four teachers were to be selected from each school through stratified random sampling. A sample of 56 science teachers and 14 principals were used. Data collected during the study was analyzed using both quantitative and qualitative methods and finally presented in tables, pie charts and graphs. The study revealed that majority of the science teachers would leave teaching given an opportunity. In addition, the study showed that majority of the head teachers and science teachers indicated that science teachers left teaching profession for greener pastures and due to low pay. As for reasons for staying in the teaching profession, all the head teachers and majority of the teachers said that science teachers remained in teaching profession simply because it is seen as a form of earning. On the desired changes required by science teachers to help them be satisfied with their jobs, majority of teachers and all the head teachers affirmed that among other factors, salary increase would be of great help in enhancing job satisfaction among science teachers. While this study focused on science teachers and principals only in secondary schools in Murang'a subcounty, the current study tries to fill the gap in the primary special schools by considering all the special educators for the hearing impaired in the special primary schools in Kakamega County including the headteachers. The current study also employed saturated sampling technique to select all the four schools for the HI in Kakamega county. The schedule interviews and focus group discussions were used for data collection. This study also employed qualitative research approach and multiple case study research design.

Mmbone (2016) conducted a study to investigate the job satisfaction and teacher turnover intention in secondary schools in Kakamega Central subcounty-Kenya. The study employed cross-sectional survey design. The target population consisted of public secondary school teachers within Kakamega Central Subcounty. Questionnaires were used to collect data for this study. Reliability of the instrument was determined by computing Cronbach's alpha and the results were 0.929 for general level of job satisfaction and 0.931 for turnover intention. Descriptive statistics in form of



frequencies and percentages were used to measure the level of job satisfaction, and teacher turnover intention among secondary school teachers in Kakamega Central subcounty. The results revealed that majority of the teachers 143 (75.3%) exhibited low level of job satisfaction. Only 6 (3.16%) of the teachers were highly satisfied with their job. The results suggest that majority of the teachers in Kakamega Central subcounty in Kenya had a low level of job satisfaction. The dissatisfaction was brought about by inadequate remuneration. While the previous study focused on teachers in secondary schools, the current study tries to fill the gap in the primary special schools for the HI in Kakamega County by finding out the influence of remuneration on the job satisfaction of special educators. In addition, the current study employed multiple case study design and focused on primary schools for the Deaf. The current study also made use of both focus group discussions and interviews for data collection.

While the review has highlighted how the current compensation approaches have been used to motivate teachers, no study on compensation and its link to special educators for the HI in Kakamega County in Primary Schools in particular had been studied.

### **3. Research Methodology**

#### *3.1. Research Design*

The study employed a multiple case study research design. A case study method enables a researcher to closely examine the data within a specific context (case). In most cases a case study design selects small geographical areas or a very limited number of individuals as the subjects of the study (Zainal, 2007). Case studies distinguish themselves from experiments especially in control. A true case study requires the researcher to study a phenomenon without affecting the study subject at all. In this study the job satisfaction of the special needs educator for the learners with hearing impairment was investigated from four cases, that is, the four special schools for the learners with hearing impairment in Kakamega county.

#### *3.2. Location of the Study*

The study was carried out in Kakamega County Kenya and covered four special schools for the learners with hearing impairment.

#### *3.3. Target Population*

In this study, four special primary schools for the HI in Kakamega County were used to generate the target population. The population consisted of four headteachers, four deputy headteachers, forty-seven classroom teachers and three curriculum support officers for special needs drawn from each of the subcounty where the special schools for the HI are located. The target population was 58.

#### *3.4. Sampling Technique and Sample Size*

In this study, the sample constituted 4 headteachers, 4 deputy headteachers, 3 curriculum support officers for special needs and a total of 47 classroom special needs education teachers for the learners with hearing impairment. Therefore, the sample size was 58 respondents. Saturated sampling technique was employed to pick out the sample

### 3.5. Research Instrument

The study employed interview schedules, focus group discussions and the document analysis guide as the research tools for data collection. The interviews were used to get in-depth information from the head teachers about the teachers' level of job satisfaction and it also assisted to give more information on the same to the researcher.

### 3.6. Trustworthiness of Qualitative Data

Validity and reliability of qualitative data was ascertained through Lincoln and Guba (2005) qualitative paradigm: Credibility; Transferability; dependability; and conformability.

### 3.7. Data Analysis

The data were reflectively analyzed starting from the time they were collected while still in the field (Creswell, 2009; Gall *et. al.*, 2007; Maxwell, 2005). Thematic analysis was then done on the data.

### 3.8. Ethical Considerations

The ethics of research were upheld by researcher such as accessibility and acceptability, protecting participants from harm, obtaining informed consent of participants, anonymity and confidentiality and respecting the privacy of participants.

## 4. Results and Discussions

Results and Discussions on the influence of compensation on Special Needs Educators' Job Satisfaction in Special Schools for the Learners with Hearing Impairment. The study analyzed the influence of compensation Special Needs Educators' Job Satisfaction in Special Schools for the Learners with Hearing Impairment. The themes that emerged were salaries, special allowance, fringe benefits and incentives.

### 4.1. Salary

Almost all the informants were of the opinion that the salary they get is not worth the work that they do. The headteachers acknowledged that the task of managing a special school is more involving compared to the management of the regular schools. They therefore noted that the salary they earn is not commensurate with the work that they do. Most of the headteachers raised the concern of the challenges involved in the management of the special schools and the breadth of the tasks with which they are involved in. A part from all these, they also noted that they have classroom lessons that they need to attend. One of the headteachers reported that:

*Hmmm...managing a special school is a little bit more involving, the level of technicalities is high compared to the regular schools. Special schools are boarding schools. The focus on boarding requirements and needs are very involving. There are also more support staffs to be managed and supervised. The salary that I get, I feel, I'm being underpaid, the salary is very little. The whole lot of the day you have to ensure that everyday activity is carried out, the children are in boarding, so all their personal needs, the sickness, you have to ensure that teachers are working, the supervision part of it. We even take our time to go out with social workers*

*to ensure that we reach out to the children who are deaf in the villages and ensure that they can go school, educate and sensitize their parents about special needs education. We also partake in co-curricular activities. We also do advocacy in all levels from the community to the major education stakeholders. So, when you look at all these things, then you compare with what you earn, then it is small (HT1)*

The Deputy Headteachers also expressed that the salaries that they get is low compared to the work that they are involved in. One of them stated:

*I still feel the money I get is not worth as compared to the work that I do, and I need to be given more one for the job I am doing because my job begins as early as 7am, I go on until late, like yesterday, I was here as late as 6:45pm, still working while other teachers already left the school. And what I was doing was about management, like what I am doing- NEMIS is about management. (DHT 2)*

About the classroom special educators, most of them acknowledged that they are usually involved in more demanding tasks. Therefore, if you compare the salary that a special educator for the learners with hearing impairment gets, with the work that they do, then it is still low. They said:

*The amount we earn is very little, because we are not only focusing on education of the child. With the disabled children, let's say the child comes to school at the age of 3 years. You are supposed to teach this child signs, perception, reasoning, looking, breathing, eating swallowing, focusing even responding. Everything that is done at home as the mother gets the baby. In my special class, a special class inside a special school, imagine they don't know how to swallow. We teach the syllabus yes, but also other things God was supposed to teach but they escaped (FGD 5).*

One of the headteachers noted:

*Well... I think the salary that they get is not worth the work that they do. I do see them ask me to get them some fares to get a child somewhere, they borrow money here and there. I also see their general standards of life, they would afford to buy motorbikes or small cars, but they can't, there is a bit of struggle in their economic management, struggling on how to get to school and all that, so it could be indicators that what they earn is very low. They also take up some roles that are outside their area of operation, not because they just want to do it, but because they want to enhance the education, the learning process of the children. The teachers go out of their ways to do that, so I feel that the salary they get is a little bit too low. If they are given some other earning more than what they get in this school, I think they can go very fast, because I have seen some of them apply for other jobs, that are advertised, I always see them bringing their letters of applications to me requesting that I recommend them, and I do and they struggle for that. They work hard to get better well-paying jobs outside. They always apply, so meaning, if they get an open opportunity, they will go and the major drive is salary- that is cash money (HT 1).*

One of the Curriculum Support Officers for Special Needs also added:

*Hmmm...in special schools, if you look at the salary part of it, then you are in the wrong place. If you compare your job with what you earn, then you won't work. When you compare their salary and the work that they do, it is really demanding. A motivated person will always work well, but a demotivated person will not always give the best. There is an outcry of teachers not being paid well and a special teacher is a no exception. In fact, their cases are worse (CSO 1).*

Other teachers observed:

*You see... some people think we came here because of salary. Remember what we do here, we go beyond the school and we commit that salary even out there. The money that we get is not enough compared to the work that we do. We have learners who finished class 8 here and they will still come back here if they have any problem. Again, our children come from very poor background, so you get that a child comes here without anything yet it is a boarding school, so you have to buy oil, tissue paper, even sweeter and shoes. If I get another opportunity out there, a better paying job, not necessarily teaching, I will go, because you see, everybody is looking for a greener pasture and we the special educators are no exceptional. If we get some green pastures and we successfully get it, then I want to believe 99% of us would not be here, we will just jump out, we are not satisfied with the salary here (FGD 2)*

*If you look at our salaries and the work we do, it is very low, the salary is not commensurate with the work we do because with a learner with hearing impairment, you go a mile ahead. A child who doesn't hear from home, he doesn't know any sign language, so you have to struggle so that this child knows how to sign, but looking at our pay, it really demoralizes us. We really work hard, you are not just a teacher, a mother, apparent to this child, if you can't become a parent to this child, you can't stay here, you will run away. It is not the pay they give us that keep us here. (FGD 4)*

It can be concluded that special educators for the hearing impaired, headteachers, their deputies and the classroom teachers are not satisfied with the salaries that they get. Comparing the work that they do and the salary that they get, the special educators made it clear that the salary is very low. This demoralizes them and makes them dissatisfied with their job. It is also observed that a part from teaching, the special educators also do many other activities concerning the child with special need and disability. These findings agree with the findings of Sachs, (2003) who asserted that although employed primarily to teach, special educators are engaged in a wide variety of tasks along with the basic face-to-face teaching. They include school planning, community outreach, resource management, health and safety, students' welfare. The findings further agree with Sachs's study (2003) on the Teacher Education and professional development who reiterated that teaching learners with special needs is a socially responsible occupation, highly accountable, demanding, intellectual, physical, intensive and unrelenting.

From the interview excerpts, it is also clear that special educators will readily accept to move out to a better paying job if they get the opportunity where they will be paid better than what they are getting now. These findings agree with the findings of a study conducted by Mani (2002) who investigated teaching and learning dynamics of the teacher student relationship in the United States of America, who stated that people leave employment due to many reasons, the notable among them is usually salary and work environment. These findings confirm the findings of Billingsley (2004) who argued that salaries play a major role in special educators' job satisfaction and that teachers earning higher salary would rather commit to their jobs than those who earn lower salaries. The finding further agrees with Chambers (2008), Emery & Vandenberg (2010) Maniram (2007) who reported that special needs educators are not satisfied with their salaries that they earn. They also pointed out that the consequences of job satisfaction/dissatisfaction are not effectively handled by special needs education managers. The findings also agree with the Mwangi & Augustino (2002) who reported that inadequate pay is linked to teacher job dissatisfaction.

The findings also agree with Mwangi (2000) who conducted a study on job satisfaction and dissatisfaction among the primary school teachers in Murang'a district Kenya and reported that salary was the leading job dissatisfier. Also, in agreement is the study conducted by Kinyua (2004) in Integrated Primary schools in Kirinyaga county and reported that factors that influence job satisfaction/dissatisfaction include current salaries.

From the studies highlighted, it can be concluded that the special educators for the HI are not satisfied with the salary that they are paid by TSC. The government together with all the concerned stakeholders, needs to engage the teachers' unions and arrive at the compensation terms that will be satisfying or near satisfying to the special educators. If this is not done, then the quality of education offered to the learners with hearing impairment would remain compromised because since the dissatisfied teacher may not deliver maximumly in class.

#### 4.2. Allowances

The special educators for the hearing impaired usually earn a special salary of Kshs. 10,000. All the informants acknowledged that in as much as they earn the Kshs. 10,000 above their colleagues in the regular schools, this allowance is still too low. Most of them reported that it needs to be increased, the headteachers and curriculum support officers also acknowledged this. They noted that the teachers in the schools for learners with Hearing impaired do sacrifice a lot and there is need to increase the special allowance that they are usually given. One of the curriculum support officers informed:

*There is a lot of sacrifice from the teachers. There is a lot of work that they do. They should be given more, like they can add up to Kshs. 15,000, it will be in order, since they work all around. When a parent brings a child to school, the parent leaves the child to the teacher, it is the teacher to give medicine, to take the child to hospital if they fall sick, to look for teacher aid, some are a burden, they are the caregivers, they do everything. That allowance is not enough (CSO 2)*

A teacher who is hearing impaired noted:

*For us the deaf teachers, that special allowance is small, it is not enough, if you compare with learners with special needs we are dealing with. We have different allowances, special allowance, but there is no tax for the deaf, we have tax free, special allowance and we are also given interpretation allowance. I am earning at least a better salary and allowances, but for the other teachers who are not disabled, they are being oppressed and they are getting very little. They should be added. (FGD 2)*

Another teacher informed:

*If they increase the allowances that they give us, it will motivate us to work even harder because somebody who is appreciating me somewhere, it will give me the morale to do better or go further than where I am. Sometimes you really feel down because you are working, and when you look at the allowances that you get, it really kills your morale, we are human beings. This is a boarding school, but you find children come without soap, oil, tissue paper etc., even if you tell parents they don't buy. You are forced to go and shop for them, so that allowance even you don't enjoy it (FGD 4)*

From the interview excerpts, it can be concluded that the special educators are not satisfied with the special allowance that they get. Although the government has taken a step of giving them an allowance of Kshs. 10,000, they are not satisfied with it and they agitate that it should be increased due to the nature of the work they do as well the involvement that they have to do for the learners with hearing impairment in schools. This finding agrees with Kinyua (2004) who conducted a study on determinants of job satisfaction among teachers of learners with special educational needs in integrated primary schools in Kirinyaga County Kenya reported that the special allowance that special education teachers receive is one of the factors that causes dissatisfaction among them. With these two studies agreeing, it would be important for the government to look into the matter of special allowance for the special educators. This will serve to ensure that the teachers are being compensated to the level where they can offer the services that meets the needs and interests of learners with special educational needs.

It was also established that the special educators have been moving out to look for other employment opportunities. Some expressed their willingness to leave if they got an opportunity. Curriculum Support officers also noted that they have witnessed special educators who leave the teaching job. One CSO informed:

*Hmm... most of them have moved out to the counties. This is because of the low allowances and salaries that they get. Actually, this is the major cause. (CSO 2)*

It was also noted that not all the teachers who are posted in the special schools for the HI get the Kshs. 10,000 special allowance. A number of the special educators expressed that they have worked in special schools for long, yet the government hasn't given them the special allowance. One of the CSO stated:

*You see again, not all of them are getting the special allowances. So, it should be equal, any of them who is attending to these learners with hearing impairment, should be given the special allowance (CSO 2).*

One of the headteachers stated:

*Sometimes, a teacher comes and tells you the child is sick in my class, when you tell the teacher to take the child to hospital, he refuses and tells you, I don't get the special school allowance. I'm not a school nurse. Or sometimes, you just find them exchanging, saying who should support where, others they don't want to even assist needy cases because they say they don't earn special allowance and they insist those who earn it to support. So, you find teachers are always in quarrel because of the issue of who is getting the special allowance and who should do what (HT 2)*

One of the teachers said:

*There are some teachers who have taught in special schools for so long, like me, for six years and I have never earned that Kshs. 10,000. Whenever you write to TSC, they would only answer you, next time you write, you are told, serve us with a copy of your school register, mara give us the appointment letter, next time another thing. They keep on dodging to give these teachers the Kshs. 10,000. Why is it that way? That is something that is really demotivating me so much, even there are teachers who get tired and decide to go back because of that, and I think I am also losing my patience. If I am given a chance for a job which can give me better than what I am getting here, I don't think I will waste a single minute I will go running (FGD 3)*

Another headteacher noted:

*The fact that TSC does not give all teachers the special allowance makes my work as the headteacher difficult. Even myself I don't get the responsibility allowance. I have complained for so long, I have written and I have sent my appointment letter, but they have never acted. It is only last year that I started getting the special allowance yet I have been teaching in the special schools since 2009. So, sometimes I just persevere, but in really sense, I'm just overworking myself. Sometimes I feel I'm doing a lot of work and they are not paying me for this. (Headteacher 2)*

However, one of the CSOs differed with the rest of the respondents and noted:

*That allowance is a lot of money, to me, I say so, because, Kshs. 10,000 above your salary is not a small thing. Some have houses, they don't pay rent. The school houses you, the school gives you food, TSC gives you an allowance, but they don't do good jobs. (CSO 3)*

It was noted that commuter allowance among the special educators is of concern. A number of informants expressed their dissatisfaction for the way in which commuter allowance is given for the special educators considering the distance with which special schools are from each other. One teacher stated:

*You know this commuter allowance it is actually given in a funny way, because they look at who is in the village school, who is in town or municipal. I think a teacher is a teacher, whether I am in municipality or in the village school, like where we are. They are oppressing those who they say are in the village schools. It should be the same. (FGD 1)*

Another teacher said:

*Our special schools are widely scattered far apart; they are not like the other regular schools. So, some of us spend a lot to reach the schools and at the same time, the roads are bad. You are overcharged on the motorbikes, so we walk or take a motorbike in the morning, in the evening I walk back home and I arrive late, so waking up in the morning early again is a challenge. Or you have to go and rent a house closer to the school. Now somebody gives you a leave allowance of Kshs. 6000, and it is taxed you remain with around Kshs. 4000 or Kshs. 3000 for a whole year. Our colleagues in the other departments are getting more than that (FGD 1)*

From the interview excerpts above, it can be reported that Special educators are not satisfied with the allowances that they receive. Although the special allowance is given at Kshs. 10,000, the figure is not satisfactory to the special educators for the hearing impaired.

The special educators are also not satisfied with the commuter and house allowances that they receive. They still complain about the allowances and this demotivates them hence affecting their working. This is a clear indicator of their dissatisfaction with the allowances they are given. They may not deliver well. These findings are in agreement with the findings of Hyde, Muito & Muito (2005) who reported that despite the teachers who work in hardship places and they are given 30% hardship allowance, this does not even begin to make up for the additional hardships of rural life. They still complain indicating their dissatisfaction with the allowances given. Considering that special schools are widely spread, the special educators tend to travel long distances, and in the case where the special schools are located in the villages, it becomes challenging for the special educators to access the school when it rains. This demoralizes them and may lead to absenteeism on some occasions. The findings are in agreement with the findings of Nyasha (2016) who reported that most of the teachers travel long distances to and from place of work and such long distances will eventually de-motivate teachers to an extent that some of them would end up developing a negative attitude such as absenting themselves from work, arriving late for work and dismissing early from work.

It was also established that the special educators have problems with the leave allowance. There is a lot of deductions on the allowances which reduces the amount to a large extent. This is also in agreement with the study conducted by Dehaloo (2011) who reported that teachers' salary increase is always accompanied by raises in taxes which lower the income of teachers.

#### *4.3. Fringe Benefits*

Fringe benefits were defined by the special educators as the extra benefit supplementing their salary, for example free breakfast and lunch, gym membership,



transportation benefits, retirement planning services, childcare, education assistance among others.

On the question of the fringe benefits, most of the informants acknowledged that it is important for the teachers to have fringe benefits. They espoused the role that fringe benefits play in ensuring that the teachers are okay and satisfied at their work places. It was noted that majority of the fringe benefits are offered in terms of meals. The headteachers acknowledged that they would wish to offer better fringe benefits to the teachers but they cited inadequate finances within the school to be a major hinderance to this initiative, they therefore resorted to offering meals as the only form of fringe benefits. One of the headteachers informed:

*Well..., that is very technical sometimes, but we do that especially when we get some donations to the school. We include them in the meals, so the fringe benefits we have here are basically in term of meals, but we cannot give them money. (HT 1).*

Another headteacher noted:

*Hmm... not really, what I only do for them are meals. We try to squeeze the budget until I give them meals. They don't contribute for tea break and lunch. The meals have impact on them. Sometimes we prepare uji for them, and this makes them come early, go to class and teach, and also at lunch time, we give them lunch, they eat very fast and by 1:30pm, they are through and they go to class and teach. (HT 2)*

During the Focus Group discussions, one of the teachers noted the following:

*We are also given free Sukuma and ugali, but there are some who are allergic to gases and Sukuma is prone to specific gases. So, at least if it can be improved, something added on it, then there is no problem, that will make us motivated to work. (FGD 2)*

One of the deputy head teachers also noted:

*We are human beings. Fringe benefits is always a motivational factor. it is something that I would wish it is available in the school. Our school here is very young. It began in 2009 with a very small enrolment. To date there are just about 60 learners. That means the funding we get from the ministry is very little. For fee payment, parents do not cooperate. But fringe benefits are something I would wish that is forthcoming, but it is not. (DHT 2)*

In other schools, it was indicated that the fringe benefit of meals is subsidized where the school and the special educators cost share. One of the deputy head teaches informed:

*We have planned that these teachers we give them sugar at 10:00am, they don't buy tea leaves. They only buy milk and sometimes we ensure they have escort. At lunch hour, they don't buy flour. They only purchase vegetables and tomatoes... You will find all teachers will be here by 7:00am, take the porridge and go to class that early. If you don't provide porridge, they will just come by 8:00am. (DHT 1)*

Another teacher who was still new in the school, when asked about the fringe benefits stated:

*I was expecting when I come here in the morning, when I am on duty, I take a cup of tea, even when I am not on duty, but I am going to class, and therefore lunch to be there for free, like you see in other schools, when a teacher comes early, you get there is a cup of tea you take tea or you teach and then come take tea... On weekends, if you are on duty, you must come here, there is no special lunch for the teacher. You will eat githeri with the learners, nothing else, not even transport to take you back home. (FGD 4)*

It was also noted that, sometimes the teachers are also offered fringe benefits in form of transport when they are sent out. However, many of the teachers noted that this form of fringe benefit is usually very low, and it is sometimes not even enough to get them to where they are going and back. One of the headteachers noted:

*When we send them out, we also give them some transport, but they usually feel it is very low, but then we have challenges of finances in the school, and majority of them understand that. But actually, I feel what I give them is not enough because of the financial constraints. (HT 1).*

During the focus group discussions, one of the teachers also raised a similar concern.

*When we are sent out, we should be given some allowances, and these allowances should not be pegged on a given type of transport mode, like you should walk or use motorbike, like for me I can't use motorbike for sure (FGD 3)*

The curriculum support officer also noted the following:

*We always organize insets then we award them certificates. Even when they participate in the co-curricular activities, we also give them certificates and those certificates earn them marks during promotion. We also give them meals when they come for the meetings (CSO 2).*

During the interviews, one of the headteachers informed:

*One of the toughest moments for the teacher in this school, is when they are on duty and during weekends. So, whenever I have some little money, in the name of transport, such a teacher is supposed to be given (HT 3)*

From the interview excerpts, it can be concluded that some schools do have the provisions for the fringe benefits. However, not all schools provide the fringe benefits. For the cases where some form of fringe benefits is provided, the special educators are not satisfied. They feel the fringe benefits provided ought to be improved. The special educators acknowledged that fringe benefits are important and therefore, if they can be improved, that will make them work even harder. These findings are in agreement with a study by Maforah (2004) who reported that the better the fringe benefits, the greater the job satisfaction and vice versa. However, some of the expectations of the special educators may not be realistic. Considering the operations of the special primary

schools for the learners with hearing impairment, the administrations may not manage to provide the fringe benefits to the people to the level that is expected by the teachers. Figure 1 shows the minutes of the staff meeting in one of the schools.

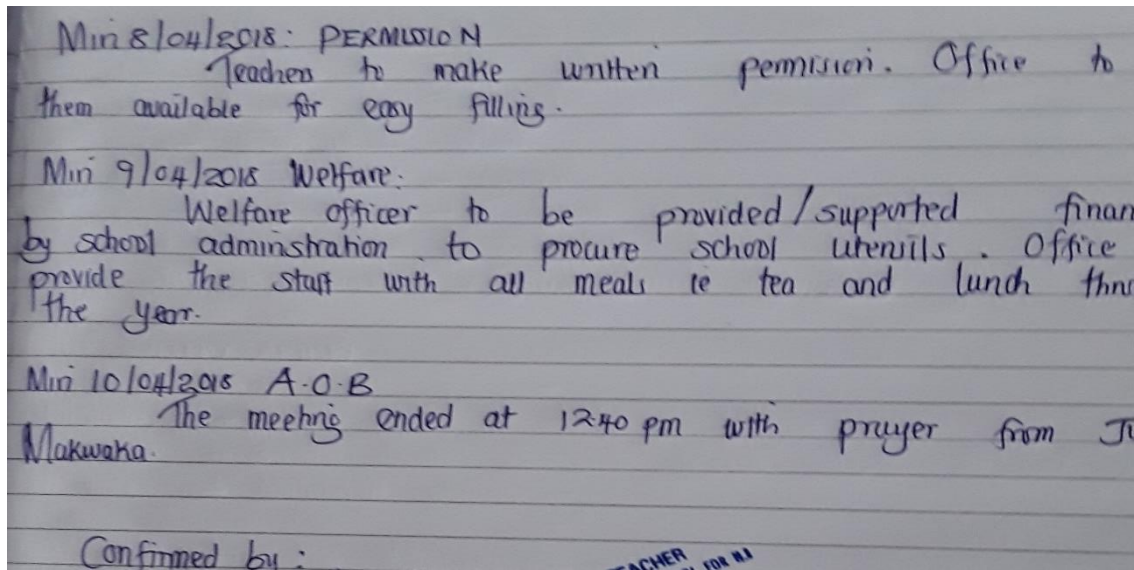


Figure 1. Fringe benefit to the schools.

From figure 1, one can tell from minute 9/04/2018 that it was agreed that the school would provide meals, that is, tea and lunch to the teachers throughout the year. The findings agree with that of Kumedzro (2016) who reported that special needs education teachers in Southern Ghana were dissatisfied with the terms of fringe benefits as compared to the nature of their work with their colleagues in the mainstream education sector. These findings further agree with Ndungu (2017) who reported that fringe benefits are low in Kenyatta University and this caused job dissatisfaction among the employees. The findings agree with Wangai (2003) who reported that teachers perceive their fringe benefits as poor, they are dissatisfied with the fringe benefits and hence making them to engage in other businesses outside the classroom work. A study by Nyagaya (2015) also established that very few teachers were comfortable with the fringe benefits they received. Nyange (2013) also reported that 91% of the secondary school teachers in Voi District Kenya are not satisfied with their present fringe benefits. This leads to job dissatisfaction.

#### 4.4. Incentives

Incentives were defined by the special educators as the object, item of value, or desired action or event that spurs an them to be satisfied with their teaching job. Compensation *incentives* included trips or electronics, mattresses, blankets among others for meeting specific goals. Ultimately, what makes an incentive is value. Simply recognizing good work is not an incentive, Incentives must be something an employee perceives as valuable, though value does not have to be monetary.

Most of the Head teachers acknowledged that there is need to have incentives for the teachers in the school. However, they noted that because of the strain in the finances, they do not have any plan of the offering incentives to the teachers. There was a feeling from some of the headteachers that in as much as the incentives are good,

there is need to control them, so that teachers are not used to them. One of the headteachers noted:

*Well..., incentives are good and very important. They are a game changer. They make things move, but at the same time, they need to be regulated. If they are too many, they may not serve the purposes. If you give too much, teachers get used to them, they become part of them, such that if they are not available, they don't work. (HT 1).*

Most of the Curriculum Support Officers acknowledged the need to have the incentives in school. However, they expressed that because of the financial constraints that many special schools go through, it may not be possible to have the incentives in place. A number of them also reiterated that they do not have the capacity to provide the incentives to the special educators. One informed:

*Well...I do not have any facilitation for that from the government. So, I cannot do anything, my hands are tight. But what is hindering all these is just finances. Otherwise, they are supposed to have. Incentives are very important. But I have interacted with the Headteachers, they have challenges and the main issue is money. They have very limited funds, even running a school is a problem (CSO 1)*

During the interviews, one of the headteacher also noted the following:

*If it was possible, we could be giving them at least, but now it is not possible because I really strain to get the food they eat, both teachers and children. So, I don't have any other coin to buy whatever incentive it may be for them (HT 2)*

Teachers acknowledged that there are no incentives. During the focus group discussions, one of the teachers informed:

*You remember, when we went for games, we were not given anything. So, there is no any incentive here...Other schools, you will see they have organized some trips, to release the steam off, but here, even just a walking distance, like the other day, we had an agricultural show, it was just a walking distance, when you request, you are told, if you have money you can go, if you use your money, you cannot be refunded (FGD 4)*

From the interview excerpts, it can clearly be seen that the teachers do not receive any incentive. Despite of them having the desire for the incentives and the administrators acknowledging the role of the incentives towards the teacher job satisfaction, there is no any arrangement, whether from the school administration or the Curriculum support officers to have incentives for the teachers. Incentives, if provided to the special educators will play an important role of ensuring that the special Educators remain committed to their work. These findings agree with the findings of the study conducted by Essi (2012) on the effects of incentives on performance and job satisfaction- Literature Review and Interview Research. The study established that incentives play a great role on the performance of the employees at their places of work. These findings further confirm a study by Oni-Oji et al (2015) which analyzed incentives and job satisfaction and its implications for competitive positioning and organizational

survival in Nigeria. The findings revealed that incentives encourage workers externally and satisfy employees internally by making them feel like a valued part of an organization. These findings also confirm the findings of the study conducted by Atallah (2014) on Rewards and Incentives Impact job satisfaction of Saudi Banks employees. The study concluded that Saudi banks are keen to have employee's satisfaction by providing financial incentives and rewards for distinguished staff, and by providing wages and salaries that match with work size and responsibilities. These findings also agree with the study by Ogutu (2014) on perception of the influence of incentives on employee job performance in the Ministry of Education in Kenya. The findings of the study showed that the use of incentives is perceived to have improved performance at the Ministry of Education to some level. All these studies confirm the role and the need for the employees to be given incentives. Special Educators, therefore should not be exceptional. They also need to be offered incentives and this will improve their working and in consequence lead to quality education offered to learners with hearing impairment.

## **5. Summary, Conclusion and Recommendations**

### *5.1. Summary of Findings*

The study analyzed the influence of compensation Special Needs Educators' Job Satisfaction in Special Schools for the Learners with Hearing Impairment. The themes that emerged were salaries, special allowance, fringe benefits and incentives.

### *5.2. Conclusion of the Findings*

The study concluded that Special needs educators are not satisfied with the salary that they get from Teachers Service Commission. The special duty allowance of Kshs. 10,000 usually given to Special Needs Educators is not uniformly awarded. Not all special educators who teach in the schools for the learners with hearing impairment get the special duty allowance. Special Needs Educators are dissatisfied with fringe benefits and commuter allowance

### *5.3. Recommendation*

Special Needs Educators should be compensated well, for instance, salaries should be considered bearing in mind their responsibilities and work demands. All teachers who work in special schools for the learners with hearing impairment should be paid special allowance. Their fringe benefits, accommodation allowances, commuter, medical and special allowance should be regularly reviewed.

### *5.4. Suggestions for Further Research*

1. A comparative study between the job satisfaction between the special educators for the learners with hearing impairment and those with other disabilities.
2. A study on how learner characteristics influence teachers' level of job satisfaction should be carried out.
3. A comparative study between the job satisfaction of the of the teachers in the regular schools and those in special schools for learners with hearing impairment

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