

JOB SATISFACTION AND TEACHER TURNOVER INTENTION IN SECONDARY SCHOOLS IN KAKAMEGA CENTRAL DISTRICT, KENYA

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ABSTRACT

The purpose of this study was to investigate the job satisfaction and teacher turnover intention in secondary schools in Kakamega Central District. The target population consisted of public secondary school teachers within Kakamega Central District. 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 District. The results showed that majority of the teachers 143(75.3%) exhibited low level of job satisfaction. This study revealed that majority of the teachers 90(47%) had high to very high turnover intention. This study recommended that TSC, school managers and other stakeholders in the education sector should seek to make the teaching profession attractive to improve the job satisfaction and retention of teachers.

Key words: Job satisfaction, teacher turnover intention and quality

1. Background of the study

The teacher resource is one of the most important inputs into the education system and therefore, efficient management and utilization of teachers is critical to the quality of learning outcomes (MOES&T, 2005). In Kenya, teaching was a respected component of education from colonial period up to the mid-seventies (Bogonko, 1992; Kafu, 2011). It was a profession one would be proud of and it was reserved for the selected few. Only privileged individuals in terms of qualification, experience and competence were associated with this profession (Kafu, 2011). With time, this high esteem has steadily waned with the society no longer highly regarding teaching compared to other professions (ibid).

A number of developments in the education sector have compromised the status of the teaching profession. At the onset of independence, there was more demand for education and teachers. The need for more teachers was fulfilled by recruiting untrained teachers (Ojiambo, 2009). Requirements for admission into teacher training colleges are lower compared to those required to join lucrative professions (Kafu, 2011). Furthermore, there is no adequate screening of applicants for pre-service training to ensure that only those who have interest in teaching join teacher training colleges (MoE, 2012). The introduction of Free Primary Education (FPE) and Free Day Secondary

Education (FDSE) has marginalized teacher education and this has promoted the poor image of the teaching profession and the teachers in the society (Kafu, 2011). This perception has kept away competent individuals who would have made the profession attractive and competitive.

Research pertaining to job satisfaction among teachers has recently began to receive much attention owing to the decrease in popularity and status of the teaching profession (Gendin & Sergeev, 2002), as well as to the high teacher turnovers recorded in many countries over the past few decades (Buckly, Schneider & Shang, 2005; Kotterman, 2000). Satisfaction at work may influence efficiency, productivity, absenteeism, turnover, intentions to quit and finally employee's well being (Udo, 2011; Usop et al, 2013). Satisfied teachers influence the performance of the students positively. Teachers who are happy with their job participate willingly in training programs and learn new technologies and software to help them in their work. Low level of job satisfaction results into frequent teacher absenteeism, aggressive behaviour towards colleagues and students, turnover intentions, low organizational commitment, and early exit from the teaching profession (Buitendach & Rothmann, 2009; Mwamwenda, 1995).

Several countries facing chronic teacher shortages also face high rates of teacher turnover, which go up to 17 percent as in the case of Angola, where almost one in five teachers leaves the profession in a given year (UIS, 2013). The best teachers are taking their talents and skills elsewhere, where their intelligence and creativity will be respected and rewarded (Weil, 2011). Teachers have been leaving the profession in unprecedented numbers (MacBeath, 2012). The Teachers Service Commission (TSC) of Kenya is losing teachers to other professions (Oduor, 2012). Kenyan schools lost 600 teachers to better paying jobs within six months in 2008 (Oyaro, 2013). Kenya Secondary Schools Heads Association (KSSHA) decried the change of profession by teachers since it had seen schools lose an average of 6000 teachers per year due to poor pay (Onwonga, 2012). Thinking of quitting a profession is the most probable outcome of job dissatisfaction (Zahra et al, 2013). This is evidenced by Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) frequent strikes for salary increases for their members (Gathungu & Wachira, 2013). The teachers' strike which commenced on 17th June 2013 was called to force the government to honour the pay deal signed in 1997. The strike also sought for harmonization of allowances with those of civil servants. The strike ended on 17th July 2013 after the court ordered the KNUT and KUPPET officials to terminate it, and this left the teachers dissatisfied. It is against this backdrop that the study sought to investigate the job satisfaction and teacher turnover intention in secondary schools in Kakamega Central District.

2. Statement of the problem

Approximately 6000 teachers leave the teaching profession annually (Onwonga, 2012). This has led to an increase in student teacher ratio where some classrooms have about 75 students. It has also resulted into reduced individualized attention to slow learners leading to a decline in the quality of education. Research shows that most teachers in Kenya are dissatisfied with their job (Waititu, 2013; Njiru, 2014). Satisfied employees hardly think of leaving their current jobs (Zahra et al, 2013). In view of this benefit of employee satisfaction, a question arises, is job satisfaction linked to teacher turnover intention that precedes the actual turnover? Therefore, this study sought to investigate the job satisfaction and teacher turnover intention in secondary schools in Kakamega Central District.

3. Objectives of the study

- i. To establish the general level of job satisfaction among secondary school teachers in Kakamega Central District.
- ii. To establish the level of teacher turnover intention among secondary school teachers in Kakamega Central District.

4. Research questions

This study addressed the following research questions;

- i. What is the general level of job satisfaction among secondary school teachers in Kakamega Central District?
- ii. What is the level of teacher turnover intention among secondary school teachers in Kakamega Central District?

5. LITERATURE REVIEW

5.1 Job satisfaction

Job satisfaction is regarded as an employee's attitude towards the job and the job situation (Josias, 2005). Job satisfaction is the degree to which people like their jobs (Spector, 1997). Some people therefore enjoy work and consider it a central part of their lives while others do so only because they have to (Josias, 2005).

Job satisfaction is a collection of feelings that an individual holds towards his or her job (Robbins, 2005), implying that a person with a high level of job satisfaction will hold positive feelings towards the job and a person who is dissatisfied will hold negative feelings about the job (Josias, 2005).

Teachers' job satisfaction is the ability of the teaching job to meet the teachers' needs and improve their teaching performance (Oyewumi et al, 2012). Teachers who are satisfied with their jobs have a high degree of professional competence and commitment. Satisfied teachers feel qualified in terms of their knowledge of subject matter and their teaching skills and they feel secure about classroom management (ibid).

Job satisfaction has emotional, cognitive and behavioural components (Bernstein & Nash, 2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioural component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work (ibid).

Studies on job satisfaction are popular due to its relevance to the physical and mental well being of employees (Josias, 2005), as managers have a responsibility to provide employees with jobs that are challenging, rewarding and satisfying (Robbins, 2005). There are at least three reasons why managers must focus on the job satisfaction of their employees (Josias, 2005). Unsatisfied individuals leave organizations. Secondly, satisfied employees are in better health and have longer life expectancy. Lack of job satisfaction has been associated with symptoms like anxiety, depression, and poor physical and psychological health which affect employee turnover, absenteeism and commitment. Lastly, job satisfaction in the workplace affects individuals private lives which in turn have an effect on turnover and other important work related attitudes and behaviour.

Tse (1982) carried out a study to identify the levels of job satisfaction, turnover intention and occupational stress among public secondary school teachers in Hong Kong. The study involved a sample size of 216 respondents who responded to questionnaires. An index of job satisfaction

questionnaire was used to identify the level of job satisfaction. The study revealed that 12(6.6%) teachers were not sure whether they had any satisfaction in their jobs or not while 170(93.4%) teachers were satisfied or very satisfied with their jobs. She attributed their satisfaction to interest in the work itself. The study showed that female teachers were more dissatisfied with their jobs than male teachers ($t = 2.52, p = 0.05$). She attributed this to the fact that female teachers failed to cope with the heavy school burden in addition to the family burden after marriage. This study did not find out the level of job satisfaction basing on various factors that affect job satisfaction as is the case with Minnesota Satisfaction Questionnaire (MSQ) which is universally accepted. The study involved a questionnaire which had the Likert scores of some questions arranged in ascending order while others were arranged in descending order which could lead to confusion during analysis.

Sargent and Hannum (2005) employed a sample of 100 village elders, 128 principals and 1003 primary school teachers to examine the factors leading to satisfaction among teachers in rural Northwest China. Questionnaires and interview schedules were used to collect data for the study. The study revealed that satisfied teachers were more engaged in and involved with their work such as spending more time giving and preparing for lessons and grading homework. Such teachers were willing to spend more time on instructional activities. The study indicated that newly employed teachers and the most senior ranked teachers were the most dissatisfied with their job while middle ranked teachers tended to be the most satisfied with their job. Less educated teachers had high level of job satisfaction due to lack of perceived alternative opportunities. They also noted that younger teachers were less satisfied with their job than older teachers. This study did not use the MSQ manual to calculate the general level of job satisfaction of the teachers.

Mengistu (2012) investigated the factors that influence the job satisfaction of public and private secondary school teachers in Addis Ababa Ethiopia using a mixed methods approach. A sample of 300 teachers was randomly selected for the study. The study revealed that teachers were unhappy with their limited participation in decision making which made them fail to assume full responsibility in solving school related problems. This resulted into teachers being reluctant in participating in school activities, adopting uncreative teaching styles, becoming resistant to change and to contributing more than what was expected of them. The study revealed that teachers aged 50 years and above were more satisfied with their job than younger teachers due to the fact that older teachers attached more value to intrinsic aspects of a job or they had adapted to the working conditions in schools. The study also revealed that teachers with 21 years and more of experience were significantly more satisfied with their jobs than the less experienced teachers due to the fact that more teaching experience may lead to greater knowledge of working conditions, procedures and responsibilities. This study did not use the MSQ manual to calculate the general level of job satisfaction of the teachers.

Appiah-Agyekum et al (2013) in their study to investigate determinants of job satisfaction among Ghanaian teachers using 75 teachers randomly selected from five public high schools reported that 51% of the participants were satisfied with their job. They identified a number of reasons for the satisfaction which included recognition and respect accorded to them by the community, ability and opportunity to impart knowledge to students, opportunities for further development, more time to pursue other activities due to their flexible work schedules and relatively low cost of living in their community. The study revealed that young teachers were not satisfied with their job because they felt that they still had options of changing their career. Female teachers and married teachers were more satisfied with their job than male and unmarried teachers. The study also revealed that teachers with higher education qualification tended to be more dissatisfied with their job than teachers with lower education qualification. This was attributed to the fact that teachers with higher

degrees were exposed to more alternative job opportunities. This study was limited in design in that the sample size (75 respondents) was too small to make generalization to the entire target population. This study did not use the MSQ manual to calculate the general level of job satisfaction of the teachers.

Chamundeswari (2013) investigated the job satisfaction and performance of teachers in different categories of schools with different systems of education. The study sampled 588 teachers to respond to MSQ and effective performance appraisals. The study revealed that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools. This was attributed to the fact that teachers in central board schools were satisfied with infrastructure facilities, pay scale, working hours, recognition for their work load, class size, number of classes handled per day, attitude of students, awareness and mentality of the parents and socio-economic status of the parents which resulted into better performance.

Njiru (2014) investigated the factors which influence motivation and job satisfaction among secondary school teachers in Kiharu District. She had a sample of 30 teachers who responded to questionnaires. The study revealed that 17(56.7%) of the teachers were dissatisfied with their job. Dissatisfaction was brought about by inadequate remuneration, too much workload, poor academic performance, lack of promotion opportunities, poor interpersonal relations and inadequate teaching equipment and resources. This study was limited in design in that the sample size (30 teachers) was too small to make generalization to the whole population.

In her study to determine the factors affecting teacher motivation in public secondary schools in Thika West District, Nyakundi (2012) employed a sample of 112 teachers and 14 principals. The study revealed that 69(75%) of the teachers were satisfied with their job because they liked teaching, they were earning their living from teaching and the profession gave them time to do other things. Dissatisfied teachers indicated that they were not getting the results they expected from their input. This study asked teachers to indicate if they were satisfied with their job. This method of finding out the level of satisfaction was not done according to the MSQ manual which is universally accepted.

Kabungaidze et al (2013) and Ucho et al (2012) established a negative relationship between job satisfaction and turnover intention meaning the more satisfied the teachers are, the less they are likely to think of quitting their job. School managers should develop strategies to deal with the needs of the teachers who experience less job satisfaction and commitment and thereby reduce absenteeism and attrition rates (Kabungaidze et al, 2013). Overall job satisfaction measures are the most informative data a manager can have for predicting employee behaviour such as turnover (Ucho et al, 2012).

5.2 Turnover

Turnover is any permanent departure beyond organizational boundaries (Xaba, 2003). Organizational turnover occurs when members of the organization leave and are replaced by new personnel (Zahra et al, 2013). Turnover is important to managers as it disrupts organizational continuity which is crucial for the success of an organization, and it is costly (Saal & Knight, 1988).

The decision to quit is the result of a carefully thought process (Zahra et al, 2013). Actual turnover is directly influenced by turnover intention (Valle et al, 2004). Turnover intention is one step removed from actual turnover (Zahra et al, 2013). An employee's attitude towards his or her job

determines his or her intention to leave and the intention indicates if an employee will actually leave the organization (ibid). Job dissatisfaction initiates thoughts of quitting which lead to job search behaviour (Mobley, 1977).

Planning for teacher supply requires an understanding of teacher turnover (Mulkeen & Nuala, 2010), as nearly half of all teachers who enter the field leave it within five years and the best and brightest teachers are often the first to leave (Pitsoe & Machaisa, 2012). Employee attitude surveys should be carried out periodically in order to measure employee job satisfaction, work related problems and intentions to leave so that proactive steps towards improvement can be taken by the employers (Zahra et al, 2013).

A research study by Tse (1982) revealed that 58(31.9) teachers were either very likely or fairly likely to leave the teaching profession in ten years time. Reasons for wishing to leave were; bad behaviour of students, heavy work load, lack of promotion prospects, and that teaching had failed to meet their expectations. The study revealed that teachers holding graduate posts had greater intention to leave teaching than teachers holding non graduate posts. A study by Ngimbudzi (2009) reported that majority of the teachers were intending to quit teaching and change their profession or move to well paying schools. Research findings by Wachira (2013) revealed that majority of the teachers (82%) in Murang'a East District would leave the teaching profession if given an opportunity to serve other departments within the formal sector. The teachers attributed this to poor pay and dissatisfaction with the profession.

A study by Orina (2014) observed that the number of teachers retiring early in Kajiado County was increasing. The study showed that the decision to leave teaching before attaining the required retirement age was influenced by increased opportunities for further studies, salary issues, teacher management issues by school principals and availability of alternative jobs. Teachers posted or transferred to hardship areas were likely to retire early as opposed to teachers posted in other areas. The study reported that some schools were located in the interior where roads are poorly developed; there is no electricity, no clean water and other social amenities. This study did not establish the level of teacher turnover intention. There is need to know the level of teacher turnover intention because turnover intention precedes the actual turnover of teachers.

A study by Gyezaho (2014) showed that absence of basic necessities of life mainly piped water and electricity and absence of electronic devices such as cars and televisions contributed to teacher turnover intention. She noted that other causes of teacher turnover intention were absence of teaching materials especially text books and charts, absence of adequate classroom space and school furniture plus sports facilities. The study revealed that teachers who did not own cars were almost four times more likely to quit their jobs than teachers who owned them because they found it difficult to travel long distances to reach school on time in order to deliver effectively and efficiently. The study did not establish the level of teacher turnover intention.

6. RESEARCH METHODOLOGY

6.1 Research Design

The study employed cross-sectional survey design. This survey is used to study a population at a single point in time (Josias, 2005). Cross-sectional studies provide a snapshot of the outcome and the characteristics associated with it at a specific point in time (Levin, 2006). This research design was appropriate for the study as it enabled the researcher to capture people of different characteristics and different levels of job satisfaction at the same time.

6.2 Study Population and sample

The target population for this study was public secondary school teachers within Kakamega Central District from three boy schools, seven girl schools and thirty four mixed schools. The population of the study is the total number of possible units that have a chance of being included in the sample to be studied (Kabungaidze et al, 2013). A sample of 222 respondents was used in this study. Stratified random sampling was used to divide teachers according to administrative divisions and school categories so as to have different homogenous strata. Probability proportion to size was done for each stratum to get a representative sample. Stratified random sampling was found appropriate for this study because it grouped the population into homogenous sub-sets that share similar characteristics so as to ensure equitable representation of the population in the sample (Oso & Onen, 2008). Purposive sampling was used to select the schools to visit to get sufficient respondents. To ensure that samples adequately represented the relevant strata, simple random sampling was used to select respondents from within each stratum.

6.3 Data collection instrument

Data for this study was collected using questionnaires. Questionnaires were used since the study was concerned with variables that cannot be directly observed such as views, perceptions and feelings of the respondents. The target population in this study was literate and did not have difficulties in responding to the items in the questionnaires.

The questionnaire was divided into three sections: section A; Demographic characteristics section B; Job satisfaction and section C; turnover intention. The general level of job satisfaction was measured by adopting items from the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Davis, England and Lofquist (1967). The MSQ has been widely used as a tool for measuring job satisfaction with reliable and valid results (Kabungaidze et al, 2013; Ucho et al, 2012; Zahra et al, 2013; Buitendach & Rothman, 2009). The MSQ items were scored from very dissatisfied = 1 to Very Satisfied = 5. The intention to leave the teaching profession was measured by three items as used by Nyamubarwa (2013). The turnover intention items were scored from strongly disagree = 1 to strongly agree = 5.

6.4 Procedure for data collection

After the approval of the proposal by the school of Graduate studies of Masinde Muliro University of Science and Technology, the researcher sought a research permit from the National Commission for Science, Technology and Innovation. The researcher visited the schools in person and introduced herself to the principals and explained the purpose of the research then handed over the introductory letter to them. The researcher was allowed to introduce herself to the teachers and assured them of the confidentiality of the information given. The researcher collected the filled in questionnaires after one week. Of the 222 questionnaires administered, a total of 190 questionnaires were collected back yielding 85.59% response rate.

6.5 Data analysis

The independent variable (Job satisfaction) and the dependent variable (turnover intention) were measured on a five-point Likert scale. 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 District. The Statistical Package for Social Sciences version 20 was used in the analysis.

7. RESEARCH FINDINGS AND DISCUSSION

7.1 Demographic information

The data collected captured demographic information from the respondents with respect to their gender, age, highest academic qualifications and length of service.

7.1.1 Teachers' gender

The gender of the teachers was obtained to establish gender parity. The results revealed that majority of the teachers 108(56.84%) were male while 82 (43.16%) were female. This finding suggests that there was gender disparity in teacher distribution in secondary schools in Kakamega Central District.

7.1.2 Teachers' academic qualification

Data collected captured the highest academic qualification of the respondents. Academic qualification is an important factor for variation in knowledge, skill and attitude. The results revealed that majority of the teachers 136(71.58%) had a bachelor's degree as their highest academic qualification. However, a good proportion of the teachers in Kakamega Central District 22(11.58%) were master's degree holders. This finding suggests that teachers in Kakamega Central District were professionally qualified teachers who should provide quality education if efficiently used.

7.1.3 Teachers' age

The age of the respondents was captured in the data collected. The results showed that majority of the teachers 129(67.91%) were aged between 30 and 49 years while 18 (9.47%) were aged between 50 and 59 years. This result suggests that teachers in Kakamega Central District were mature enough to be committed to their job.

7.1.4 Teachers' length of service

Data collected captured the experience of the teachers. The results revealed that majority of the teachers 109(57.37%) had been in the profession for 10 to 29 years. This finding suggests that teachers in Kakamega Central District were well experienced to mentor the young and new teachers in their schools.

7.2 General level of job satisfaction

The first objective of this study was to establish the general level of job satisfaction among secondary school teachers in Kakamega Central District. In order to effectively respond to this study objective, a total score for the 20 items for each respondent was calculated and converted to percentiles using the table of MSQ normative data for teachers. This was done to be able to find out the general level of job satisfaction among the teachers as explained by the MSQ manual. The analysis was done by gender, education qualification, age and length of service. A percentile score of 75 or higher represents a high degree of satisfaction, a percentile score of 26 to 74 represents average satisfaction, and a percentile score of 25 or lower indicates a low level of satisfaction (Weiss et al, 1967). These percentile scores correspond to the total raw scores 87-100, 77-86 and 20-76 respectively. The findings are presented in table 1.

Table 1: Level of job satisfaction

Variable		Low	Average	High	Total
Gender:	Male	81(75)	26(24.1)	1(0.9)	108(100)
	Female	62(75.6)	15(18.3)	5(6.1)	82(100)
Qualification:	Diploma	19(67.9)	7(25.0)	2(7.1)	28(100)
	Bachelors	102(75)	30(22.1)	4(2.9)	136(100)
	Masters	18(81.8)	4(18.2)	0(0)	22(100)
	PhD	4(100)	0(0)	0(0)	4(100)
Age (years):	20-29	31(72.1)	9(20.9)	3(7.0)	43(100)
	30-39	40(69.0)	17(29.3)	1(1.7)	58(100)
	40-49	55(77.5)	14(19.7)	2(2.8)	71(100)
	50-59	17(94.4)	1(5.6)	0(0)	18(100)
Length of service (years)	0-9	61(79.2)	15(19.5)	1(1.3)	77(100)
	10-19yrs	39(61.9)	20(31.7)	4(6.4)	63(100)
	20-29	39(84.8)	6(13.0)	1(2.2)	46(100)
	30 and over	4(100)	0(0)	0(0)	4(100)
General satisfaction		143(75.3)	41(21.6)	6(3.16)	190(100)

Note: Percentages in parentheses

Source: Field data (2016)

Data in table 1 shows 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 District in Kenya had a low level of job satisfaction. The findings were consistent with Njiru (2014) who reported that most of the teachers in Kiharu District were dissatisfied with their job. The dissatisfaction was brought about by inadequate remuneration, too much workload, poor academic performance, lack of promotion opportunities, poor interpersonal relations and inadequate teaching equipment and resources. However, the findings contradicted Nyakundi (2012) and Appiah-Agyekum et al (2013) who reported a high level of job satisfaction among teachers. Nyakundi (2012) reported that 75% of the teachers in Thika West District were satisfied with their job because they liked teaching the profession gave them time to do other things. Dissatisfied teachers indicated that they were not getting the results they expected from their input. Appiah-Agyekum et al (2013) reported that 51% of the respondents were satisfied with their job. The satisfaction was attributed to recognition and respect accorded to them by the community, opportunities for further development, more time to pursue other activities due to their flexible work schedules and the relatively low cost of living in their community.

With respect to gender, the study established that 75% of the male teachers and 75.6% of the female teachers had low level of job satisfaction. Only 1(0.9%) male teacher and 5(6.1%) female teachers were highly satisfied with their job. This finding suggests that majority of male and female teachers had low level of job satisfaction implying that gender does not influence job satisfaction. This finding contradicted Appiah-Agyekum et al (2013) who reported that female teachers were more satisfied with their teaching job than the male teachers.

With respect to education qualification, the study revealed that all PhD holders 4(100%) had low level of job satisfaction while majority of master's degree holders (81.8%) had low level of job satisfaction. It was also revealed that majority of teachers with a bachelors degree (75%) had low level of job satisfaction while only 4(2.9%) had high level of job satisfaction. This requires measures to be put in place by managers in the education sector to improve the job satisfaction of teachers to ensure quality of education offered in secondary schools. This is because majority of teachers in secondary schools are holders of a bachelors degree. These results suggest that teachers with more human capital were not satisfied with the teaching profession. This finding agreed with Appiah-Agyekum et al (2013) and Sargent and Hannum (2005) whose research findings revealed that teachers with higher education qualifications tended to be more dissatisfied with their job than teachers with lower education qualification. This was attributed to the fact that teachers with higher degrees are exposed to more alternative job opportunities.

With respect to age, this study found out that majority of the teachers aged 40 to 49 years (77.5%) and 50 to 59 years (94.4%) had low level of job satisfaction. This suggested that the older teachers (40 years and above) had low level of job satisfaction. These findings were at variance with Appiah-Agyekum et al (2013) who reported that younger teachers were not satisfied with their job because they still had options of changing their career. These results also contradicted Mengistu (2012) whose research findings revealed that teachers aged 50 years and above were more satisfied with their jobs than younger teachers because older teachers attached more value to intrinsic aspects of the job and they may have adapted to the working conditions in schools.

With respect to length of service, this study established that majority of teachers who have taught for 20 years and above had low level of job satisfaction. Only 1(2.2%) of the teachers was highly satisfied with the job. This result contradicted Mengistu (2012) who reported that teachers with 21 years and above of experience were more satisfied with their jobs than the less experienced teachers. He noted that more teaching experience may lead to greater knowledge of working conditions, procedures, responsibilities and expectations.

7.3 Teacher turnover intention

The second objective of this study was to establish the level of teacher turnover intention among teachers in Kakamega Central District. To effectively respond to this study objective, the total raw score for each respondent turnover intention in section C of the teacher's questionnaire was calculated then converted into percentage. The respondents were grouped into five categories where 20% was grouped as very low turnover intention, 21% to 40% low turnover intention, 41% to 60% moderate turnover intention, 61% to 80% high turnover intention and 81% to 100% very high turnover intention. The results are presented in figure 1.

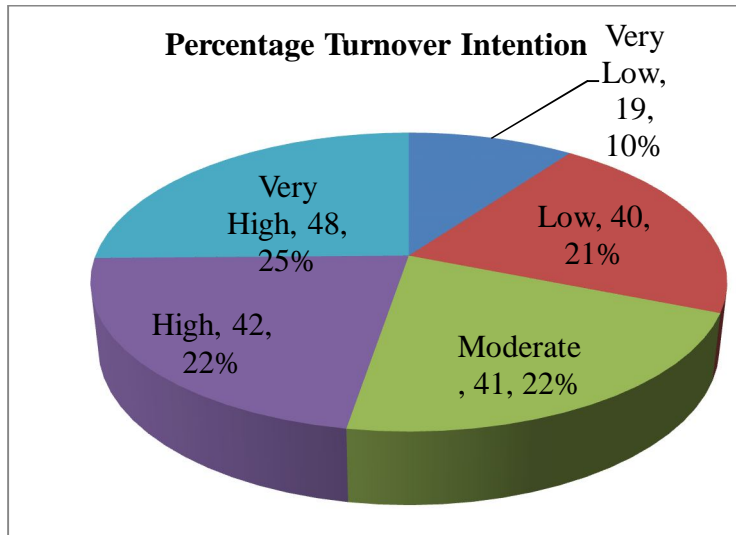


Figure 1: Percentage Turnover Intention

Data in figure 1 shows that majority of the teachers 90(47%) had high to very high turnover intention. Only 59(31%) of the teachers did not wish to leave the teaching profession. This finding suggests that majority of the teachers would leave the teaching profession if alternative job opportunities were available. About 47% of the teachers agreed that they were thinking a lot about leaving the teaching profession as indicated by responses to item one in section C. This means that majority of the teachers talk a lot about leaving the profession which could influence the students negatively. About 44% of the teachers agreed that they were actively searching for an alternative to the teaching profession as indicated by item two in section C. This means that a good number of the teachers had applied for jobs in other organizations which could reduce their commitment. About 47% of the teachers agreed that as soon as it was possible, they would leave the teaching profession as indicated by item three in section C. This means that majority of the teachers were pursuing further studies in courses not related to education which could see them join other professions. The results were in agreement with Ngimbudzi (2009) who reported that majority of the secondary school teachers in Tanzania were intending to quit teaching and change their profession. These findings also agreed with Wachira (2013) whose research findings revealed that majority of the science teachers (82%) in Murang'a East District would leave the teaching profession if given an opportunity to serve other departments within the formal sector. The teachers attributed this to poor pay and dissatisfaction with the profession.

7.4 Conclusion

The purpose of this study was to investigate the level of job satisfaction and teacher turnover intention in secondary schools in Kakamega Central District. The results of this study revealed that majority of the teachers 143(75.3%) exhibited low level of job satisfaction. The study established that 47% of the teachers had very high to high turnover intention. The findings of this study suggest that majority of the teachers may leave the teaching profession if alternative job opportunities became available as a result of the high turnover intention and low job satisfaction. The teaching profession should be made attractive to improve the job satisfaction of teachers and reduce on the wishes of teachers to leave the profession in order to guarantee quality in the education offered.

7.5 Recommendation

The findings indicate that the teachers' service commission, school managers and other stakeholders in the education sector should seek to make the teaching profession attractive to improve the job satisfaction and retention of teachers. This will also improve the quality of education.

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