



## INFLUENCE OF INSTITUTIONAL FACTORS ON JOB SATISFACTION AND PERFORMANCE AMONG TUTORS IN PUBLIC TEACHER TRAINING COLLEGES IN KENYA

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### ABSTRACT

Teacher training is an important training of teacher preparation. The trainers play an important role and therefore any variable that affects them affect their service delivery. The service delivery is measured by the trainees performance in examination. It has been observed that quality passes among teacher trainees in Public Teacher Training Colleges in the country has been on the decline. The recent data reveals that out of 12,438 candidates who sat Primary Teacher Education examinations in 2017, only 5 candidates scored distinctions, 4992 had credit, 886 had pass, 5739 failed while 13 had their results cancelled. Furthermore performance among Teacher Trainees has been noted to be declining since 2014, as ranking as per college mean for Primary Teacher Education analysis 2016 results among the top 5 primary teachers training colleges indicated that there has been poor performance since 2014. The previous studies reviewed had captured job satisfaction among primary and secondary school teachers and did not establish the link job satisfaction and performance among tutors in relation to institutional factors. It is from this view point that the current study was conducted with an intent to establish the influence of job satisfaction and performance among tutors in public primary teacher training colleges. Objective of the study was to determine the influence of institutional factors on job satisfaction and performance among Tutors in public primary teacher training colleges. A conceptual framework was used to show how dependent, independent and intervening variables interrelate to influence job satisfaction among tutors and how it impacts on trainees performance. The study established that Institutional factors were found to have influence on job satisfaction and performance among tutors in public primary teacher training colleges as signified with a mean rating of 4.13 which according to level of job satisfaction indicator was high thus confirming that it had influence on Tutors performance. In conclusion the study established that institutional factors had significant influence on job satisfaction and subsequently influenced teacher trainees' performance. The study recommended that further research be done and extraneous variables not used during the present study be investigated. It further recommended that the findings be used by college administrators, Ministry of Education, Kenya Institute of Curriculum Development and Teachers Service Commission to initiate and develop policies that could help and improve job satisfaction among teachers in the Kenya.

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## INTRODUCTION

Kenya at the moment has about 23,000 primary schools with over 220,000 teachers. The number is supplemented by about 8500 secondary schools manned by almost 85,000 teachers, Ministry of Education (2013).

Majority of these teachers in primary schools are P1 certificate holders trained at the 22 public primary teachers' training colleges besides some private colleges which have been established in the recent past. Furthermore the Diploma in Education holders are trained at four Public Diploma Teachers'

Training Colleges, that is, Kagumo, Lugari, Kenya Technical Teachers' College and Kibabii. In addition to the four mentioned colleges about 25 private colleges offering Diploma in Education have been established in the recent past, (Republic of Kenya, 2016). Job satisfaction is an important element of effective service delivery. However Job satisfaction has been noted to be lacking among tutors in public teachers' training colleges despite the fact that it's assumed all tutors have qualifications and relevant training. The consequences of this have been the poor performance among Teacher Trainees in their Primary Teacher Education Examinations over the years. Furthermore cases of indiscipline among tutors, high rate of turn over's and few prospects of promotion to higher grades and administrative positions have been observed to be frequent. Yet these are variables that could determine levels of job satisfaction and also influence job satisfaction among Tutors. Job satisfaction may lead to high productivity, high self esteem, and increased request for self initiated deployment to Public Teacher Training Colleges and commitment to work while job dissatisfaction may lead to low productivity, low esteem, chronic absenteeism, lack of commitment, requests for transfers and failure to take up leadership positions, (Ingolo, 2011). The mentioned factors are variables that could be having influence on job satisfaction among Tutors and more so they could have impact on Teacher Trainees performance. It is from this view point and background information that this study intends to establish whether the selected factors influencing Job satisfaction could be having impact on Teacher Trainees Performance in their examinations.

In France the teacher training colleges are attached to the universities as the introduction of E'cole Unique facilitated the attachment of teachers in primary teacher colleges to the universities. The primary school teachers' colleges became part of the first circle, the secondary school teachers' training colleges became second circle while institutions training teachers at the aggregation level became part of the third circle of the university. This recommendation raised the requirement for entry into primary teacher education colleges but did not change their status. In France furthermore, there is evidence that the basic qualification for a secondary school teacher and college Tutor must be a university degree called License. However there is an additional requirement for one to teach at a college in France which entails an acquisition of a certificate called C.A.P.E. (Certifica d'Aptitude Professor and ant de I' Enseignement public du second degree). The roots of this program was contained in Lanevin plan where the need for professional preparations was emphasized. The candidates have to be 30 years and above and must possess a license from a university with the training course taking three years besides having passed an oral examination in the subjects one intend to teach. The teacher trainers are actually those with post graduate and higher degrees. The findings of the studies on France education system tend to reveal that Tutors in France are satisfied with their jobs as Tutors because there is efficiency in staffing and motivation for the college tutors. There is also a mechanism put in place to encourage teachers to improve their academic qualification gearing them up for promotion (Vermon, Malison, 1995). In Russia very little research has been done on teacher education, and until mid 1960, Teacher education was generally provided in the 2 year Teacher Institute (Uchitel' Skill Institute) until in the mid 1970 a 5 year University Institute of Teacher Education Course was introduced where 60% of the instruction was spent on student teacher specialty and related subjects.

The main objective of the Russian Teacher Education system was to give a lot of consideration in staffing special education and raise the tutors morale and motivation in order to retain them and control their turn over or transfers (Nicholas De Witt, 1999). These new reforms in Russian Education System enhanced job satisfaction among tutors and improved performance among Trainees. In USA teacher education provides one of the best examples of well managed system as by 1980s there was no longer shortage of teachers in USA. The teachers specialize in college or university both in a particular subject and in elementary or secondary education. The state awards certificates to the individuals on the basis of competency. The majority of the teacher educators hold Masters and Doctorate degrees (PhDs) depending on the areas of their specialization. The standard of American education is highly organized as the institution for teacher educators seek for highly qualified teaching staff as possible. The tutors on the other hand are highly motivated for example they are housed within the school compound, given special allowances and have an opportunity for accelerated promotion for those who demonstrate high quality performance in a relevance sphere as all these translate in to good results (James, 1993).

In Africa the research findings indicate that the deployment of teacher educator seems almost to be homogenous. For example in South Africa, Tanzania and Uganda there are colleges offering certificates for primary school teachers and diploma in education for both primary and secondary schools. Majority of those teacher trainers (tutors) deployed in colleges are holders of first degrees while others have masters. The findings indicate that the named countries have established mechanism that are meant to enhance job satisfaction among tutors as they do encounter similar challenges and prospects similar to those experienced in Kenya. Furthermore the colleges are either state owned, privately managed or church sponsored (UNESCO, 2002). In Kenya the quality of education and learning achievement of students depends heavily on the competence, personality and dedication of the teacher. The quality also depends on the condition under which the teacher got his/her training level of qualification and curriculum offered (Coombs, 2005). All the primary and diploma teachers' colleges are staffed with tutors who hold first degrees plus a few with masters in education in different categories of disciplines. There are also few tutors who are holders of diploma in education especially in certain categories on special subjects like Information Communication Technology, Home Science, Agriculture, Art & Craft and Music. During the training period majority of the teachers while at the university or diploma colleges are primarily trained to teach secondary school learners whose ages range from 13-20 years. However this has not been the case, because after qualifying from the institutions of training, majority are initially posted to teach in secondary schools. The same teachers after gaining teaching experience in secondary schools as classroom teachers, Head of Departments, Deputy Principal or even Principals are usually transferred to colleges as tutors to train teachers at the Primary and Diploma Teacher Training College levels. Other Public Primary Training College and Diploma Teacher Education tutors are usually posted straight upon completion of a university degree or diploma in special subjects like Creative Arts, ICT, Home science, Agriculture and Music (Ministry of Education, 2013). The current staffing patterns mean that PTC tutors and Diploma Teacher Education tutors have been trained for positions not directly related to the teaching of students in Teachers Training Colleges and as such this could have

negative implication as concerns service delivery. This explains why the principals of PTC recently called on the TSC in liaison with the Ministry of Education to recruit Tutors who have relevant professional background and experience. Kenya Teachers' College Principals Association, also called on curriculum developers to craft a curriculum specifically meant for Teachers Trainers, (UNESCO, 2012). The teacher training colleges principals have observed that majority of the current crop of teacher trainers (Tutors) in local PTCs and Diploma Teacher education colleges tend to lack some level of competencies and proper professional background and experience in teaching adult whose age bracket ranges from 20-40yrs. This is most probably because their initial training professionally prepared them to teach school learners whose ages range from 13-20 years. The Ministry also notes that currently there is lack of specially designated College/University for tutors in colleges (Teacher Trainers) and as a result teachers in colleges have ended up lacking expertise in educational instruction appropriate for college level.

Tutors in colleges usually have academic qualifications ranging from Diploma in teaching to post-graduate masters degrees. However, among the tutors very few of them have primary teacher education experience despite the fact that they are expected to train teachers for primary teacher education program. They are also supposed to interpret the curriculum which mostly emphasizes subject specialization and methodology rather than specialization by level and as such this could implicate their service delivery in terms of trainees' performance. Therefore there is substantial evidence that there exists a problem among tutors in Public Primary Training Teacher Colleges and teacher trainee's with regard to tutor's Job Satisfaction vis-a-viz the trainees' performance. It is from these view point that the current research is designed to establish and examine how some selected factors determine job satisfaction among tutors and how they impact on teacher trainees academic achievement. To be able to manage their teaching at college level effectively it is likely that tutors in colleges should be provided with favorable environment that can enhance their job satisfaction. Such environment may motivates the tutors and make them dedicate themselves towards serving teacher trainees better. However, there are circumstances when college environment may be seen to be dissatisfying and not motivate tutors. This have been experienced in some colleges where, for example no support from college administrators who hardly recognize the input of some tutors, instructional materials are inadequate, opportunities for promotions are limited, support from the Ministry of Education is not sufficient and the learning environment not conducive for learning.

#### **SYNTHESIS OF LITERATURE ON INFLUENCE OF INSTITUTIONAL FACTORS THAT INFLUENCE JOB SATISFACTION AMONG TUTORS IN PUBLIC PRIMARY TEACHER TRAINING COLLEGES**

The role of Teacher Education in Kenya dates back to the early twentieth century and following the attainment of independence in 1963 the government expanded Teacher Training through establishing new Primary Teacher Training Colleges and through the introduction of an in-service teacher training program for untrained teachers in the schools. The training of teachers was however initially coordinated by the missionaries.

Therefore from this view point the role of institutions in influencing job satisfaction among tutors and how this impact on the teacher trainee's performance became crucial for a study. Teaching in primary schools is not the first career choice for the trainee teachers. Although only 22.57% of the trainees agreed or strongly agreed with the statement that they would rather be training for career evidence from Primary Public Teacher Training Colleges principal's interview and the Focus Group Discussions indicate otherwise. In fact it's argued that less than 10% of the trainers join teaching out of love for teaching. In the Focus Group Discussions, many trainers indicated that the students applied for primary teacher education course after failing to get admission into the other programs. The sole reason for this negative response is due to the neglect exhibited by the government, Institutional administrators and the teachers employer over numerous teacher plight for example work environment, interpersonal relations and remunerations This revelation somehow tends to explain the implications of dissatisfaction and cause of poor performance among the trainees in public teachers training colleges (Ministry of Education, 2014).

Previous studies on job satisfaction among employees especially teachers indicate that marital status of an individual plays an important role in determining whether an employee is comfortably settled or in a shaky situation of unsettledness. Garrison et al (2009) found out that married employees have less absence, undergo fewer turnovers and are more satisfied and comfortable with their jobs compared to young graduates who are newly appointed by Teachers Service Commission, who may after a short time start seeking for a transfer to a new station. Robbins (2010) established that marriage brings responsibilities that may make a steady job more reliable and important this might translate in to job satisfaction and eventually lead to attainment of quality results among the students. The study by Garrison (2009) and Robbins (2010) found out that married couples are steadier in their station and are capable of producing good results. Furthermore they did not establish the influence of other variables from personnel, institutional factors and Government policy framework on how they could influence job satisfaction and Teacher Trainees performance.

Spear and Porter (2010) found out that as people become older, less likely they are to leave the job. Kalleberg *et. al.* (2003), argue that as workers become older, they tend to have less alternative job opportunities and may be unwilling to quit because their longer stay provide them with higher salaries and more attractive pension benefits. However studies by Hammer and Hurnch (2004), postulate that when young workers join an organization or learning institutions for the first time, they come with high expectations that may fail to be satisfied immediately, this failure to satisfy their expectation may gradually increase dissatisfaction. Keith (2007) argues that as workers become older they tend to become more satisfied with their job, possibly because they have acquired more experience. The implication here is that the employer should be advised that when deploying Tutors in colleges it's imperative that the age of the concerned tutor be put into consideration as this will prevent the idea of seeking for transfer frequently and also enhance retention of tutors in one station to improve performance. The studies of Kalleberg (2003), Hammer and Hurnch (2004) and Keith (2007) all concluded in their findings that as workers become older their rate of turnover is usually reduced, however they did not

explain this influence on their productivity or general output in relation to student’s performance which the current study is envisaged to thoroughly establish. The assignment of responsibility to a tutor in a college is the responsibility of the Ministry of Education through her agent Teachers Service Commission and the Board of Management through the college principal. In most cases the promotion is given to those who deserve the positions through merit and in most cases the appointees are always subjected to undergo some form of interviews. The studies by Okumbe (2002) found out that teachers who had been promoted were always keen on maintaining their performance record or standards thus were capable of sustaining very superior result compared to those who had stagnated in one grade for so many years. The study by Ngaroga (2005) also found out that effective supervision by immediate authority could influence job satisfaction or dissatisfaction among workers. The current study differed with the work of Ngaroga (2005) and Okumbe (2002), because of different approaches used in research methodology and different variables of analysis that will be used. Furthermore the previous studies only tackled the factors influencing job satisfaction among primary and secondary school teachers while the current study established the selected factors that influence job satisfaction among Tutors in Public Teacher Training Colleges and how this could impact on academic performance of teacher Trainees.

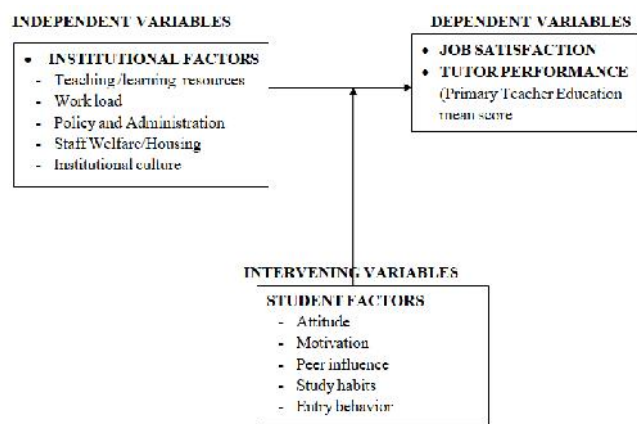
**Research Objective:** The objective of the study was to establish the influence of institutional factors that influence job satisfaction and performance among tutors in public primary teacher training colleges.

**CONCEPTUAL FRAMEWORK**

This study was guided by a conceptual framework (Figure 1) which borrowed heavily from Abraham Maslow’s Needs Hierarchy Theory and Fredrick Herzberg’s Motivation – Hygiene Theory. The relevance of these two theories to the study was that according to Maslow a satisfied need no longer operates as a motivator of behavior hence a new need which is not yet satisfied sets in and becomes a motivator. Furthermore according to Herzberg’s theory, motivators are effective since they can spur workers (tutors) to superior performance. The Independent and dependent variables used in the conceptual frame work can therefore be used to form the basis of measuring and ascertaining views, opinions, feelings and perceptions of the tutors in Public Teacher Training Colleges (Public Teacher Training Colleges). However in the study, establishment of remuneration institutional factors were the independent variables that were investigated.

The Needs hierarchy theory developed by Maslow looked at the needs of Tutors in Public Teacher Training Colleges and linked them to his five established human needs. First he had physiological needs which were actually basic for survival as the tutors need food, water and shelter. Second, he identified security (safety) needs, this according Maslow relates with the tutors need for job security assurance and protection from physical danger. Third was a social affiliation need which according to Maslow tutors needs social company and therefore will naturally want to make friends and also join unions, clubs and different associations. Fourth was esteem needs, this according to Maslow once the third group of needs are fulfilled the fourth group of needs sets in once this group of are fulfilled as the tutors will have self confidence, power,

prestige and control. The tutor must feel that his services are recognized by his employer (Teachers Service Commission) If these needs are not satisfied then there will be high rate of turnover, absenteeism, in effective curriculum implementation, decline to take responsibilities and a lot of complaints from the tutors. Fifth was a self actualization need, which is felt immediately after self esteem needs are met. The tutors want to feel important and confident especially after promotion to administrative post or to a higher grade as this would make the tutors to motivate to work more hard and be satisfied. Therefore as Maslow puts it he has maximized his potential which will be translated in to teacher trainee’s performance. Maslow’s hierarchy of needs ties with Herzberg’s motivation hygiene theory and therefore relates with this study as conceptualized in Figure 1.0. Herzberg motivation of people in relation to work came up with two categories of factors that is hygiene (extrinsic) and motivating factors (Intrinsic) According to Herzberg hygiene factors describe how environment determines satisfaction and dissatisfaction among workers. Herzberg further argues that working environment constitutes variables as policies and administration, supervision, working condition, internal and external relationship with the stake holders are crucial motivating or intrinsic factors, while salary and remunerations, employees status and recognition, promotion and job security are extrinsic factors. A conceptual framework was used as point of reference to establish the factors that influence job satisfaction among tutors in Public Teacher Training Colleges. The tutors could be motivated as a result of the interrelationship between independent, dependent and intervening variables which subsequently led to job satisfaction or dissatisfaction among tutors and this eventually impact on trainees’ performance. The interrelationship further created a high self perception (motivation) among the trainees and improved their performance and participation. To the contrary job dissatisfaction among tutors in Public Teacher Training Colleges translated into poor performance among teacher trainees. The study therefore concluded that there exist some kind of similarity between Maslow’s theory of needs and Herzberg’s hygiene theory of motivation through the following arguments, First both models assume there is a specific need which energizes behavior. Second both theories failed to answer the question of individual differences in motivation. Therefore in conceptualizing the influence of the variables, the researcher against this background was guided by the variables indicated in the conceptual model that is diagrammatically shown in Figure 1.



**Figure 1. Conceptual framework on job satisfaction and performance among Tutors in Public Primary Teacher Training Colleges**

## RESEARCH METHODOLOGY

The research design used was descriptive survey and correlation research, as survey design provided numeric descriptions of some part of the population while correlation established the association or relationship between two or more variables and explained why they differ. The study population consisted of 22 Principals and 1000 Tutors from Primary Teachers Training Colleges in the country. Saturated sampling and Stratified random sampling technique was used to select 18 principals and 290 Tutors as sample size respectively. Questionnaires, interview schedules and document analysis guide was used as research tools. Face validity of the instruments was established by experts in the department of Educational Management and Foundations while reliability of the instruments was established by piloting in two Public Teacher Training Colleges which constituted 10% of the study population not included as part of the sample size to check on the consistency of the respondents and incorporated suggestions for improvement as appropriate. It was further assessed by use of correlation where by Pearson's correlation (r) of 0.8 indicated that the inconsistencies in the instruments had been addressed. Quantitative data was analyzed using descriptive and inferential statistics in form of percentages, mean, frequency counts and Correlation (r). Qualitative data was transcribed and analyzed on an on-going process as themes and sub themes emerged.

## RESULTS

**Demographic Characteristics of the Respondents:** The demographic distribution of the respondent indicated that from the questionnaires issued to the two categories of respondents, 18 principals and 290 tutors completed and returned the questionnaires. This actually constituted 100% of the response which was sufficient enough to give meaningful composition of the respondent's responses to research questions for meaningful data analysis. The respondents were asked to provide information concerning their demographic data with regard to gender, age bracket, experience and academic qualifications and their responses were as shown in Figures 2, 3, 4 and 5.

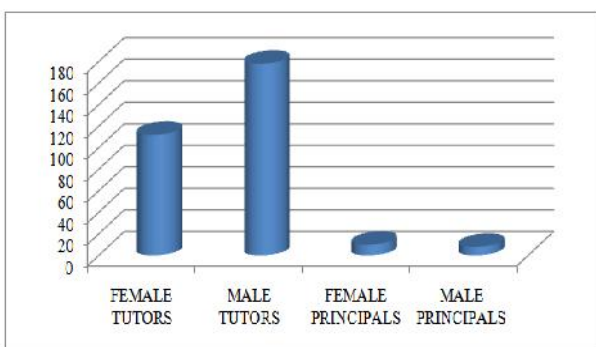


Figure 2. Distribution of Respondents by gender

Figure 2 shows the composition of respondents by gender in the Public Teacher Training Colleges that were sampled. The results revealed that 8(44.4%) of the principals were male while 10(55.5%) of the principals were females on the other hand the results established that the enlisted tutors consisted of 132 females and 187 males.

The responses showing the work experience for both principals and tutors were as shown in Figure 2.

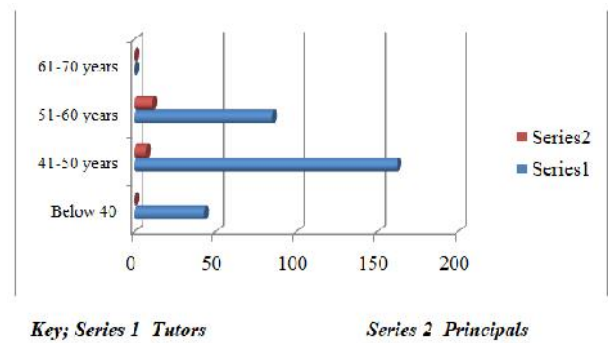


Figure 2. Distribution of Respondents by gender

Figure 3 shows the distribution of the age bracket of the personnel in Public Teacher Training Colleges and the information from the data collected established that 12(66.6%) of the principals were within the age bracket of 51-60 years, while 6(33.33%) fell within the age bracket of 41-50 years. The results tend to confirm that appointment to position of responsibility for example principals is determined by the number of years one has served. Furthermore there was no results for those within the age bracket of 61-70 years because they had exited the service while those below 40 years had not gotten the experience and probably the professional requisite for appointment as principals. However the distribution of tutors age bracket for tutors revealed that there was none between 61-70 years because they had exited the service, 55(18.9%) below 40 years mostly because of lack of teaching experience and requisite professional qualification. Furthermore 170 (58.6%) were found between the age bracket of 41-50 years and lastly tutors falling between 51-60 years were found to be 65(22.4%) of the tutor population deployed in the Public Teacher Training Colleges.

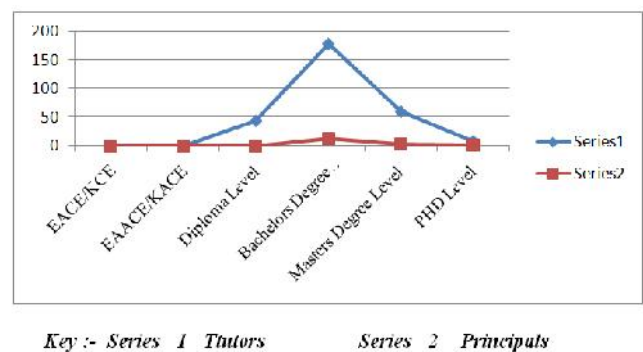
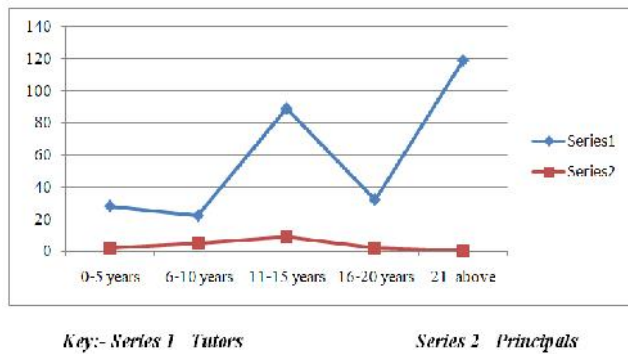


Figure 4. Level of professional qualification for both principals and tutors deplyed in Public Teacher Training Colleges

Figure 4 shows the distribution of the level of professional qualifications for both tutors and principals. The presentation of the data indicated that 2(11%) of the principals had PhD. qualification, 7(38%) had Masters Degree level, 9(50%) had Bachelors degree while no principal had Diploma as maximum academic qualification. The results tend to be in conformity with the Ministry of education requirements in conjunction with Teachers Service Commission regarding policy guidelines regulating employment and deployment of tutors and principals in Public Teacher Training Colleges. The results for the tutors also tends to conform with that of the principals given the fact that only 8 (2.76%) had PhD qualification, 60(20.6%) had

Masters degree, 178 (61.3%) had Bachelors, while 44(15.1%) had Diploma. The demographic information on the work experience of the respondents is here by given in the Figure 5.



**Figure 5. Work Experience of the two categories of respondents**

Figure 5 shows the length of time the principal and tutors have worked either as principals or tutors in Public Teacher Training Colleges. The results presented in the figure shows that 3(16%) of the principals had worked as principals within 0-5 years, 4(22.2%) had been in responsibility between 6-10 years, 8(44.4%) had been in responsibility between 11-15 years while none had been in responsibility for over 21 years and above. However on the other hand 120 (41.3%) among the tutors have been deployed in colleges between 21 years and above, 90 (31%) have been in colleges between 11-15 years. The results further established that 30 (10.34%) had stayed in colleges between 16-20 years, 28(9.6%) had worked in colleges between 0-5 years and lastly 22(7.58%) had been in colleges between 6-10 years. The interpretation however revealed that previously there used to be very low turnout for tutors who have been deployed to teach in Public Teacher Training Colleges.

**Research Objective:** The objective of the study was to determine the influence of institutional factors on job satisfaction and performance among tutors in Public Primary Teacher Training Colleges. To address the research objective in determining the influence of Institutional factors on job satisfaction and performance among tutors, the respondents were asked to rate influence of institutional factors that they felt would have influence on job satisfaction among tutors.

In essence the tutors were asked to rate influence of institutional factors on job satisfaction and performance among tutors in Public primary Teacher Training Colleges. Their responses were as shown in the Table 1. From Table 1, the tutors in Public Teachers training colleges were asked to rate the influence of institutional factors and performance among tutors in public primary teacher training colleges. The tutors' response to the rating scale on the role of institutional factors indicated that the colleges have functional academic departments established according to the Curriculum Based Establishment requirements. Like the school curriculum, the Primary Teacher Education curriculum is developed by the Kenya Institute of Curriculum Development and comprises of primary school content subjects. The current Primary Teacher Education curriculum is outlined in the 2014 Primary Teacher Education syllabus and the tutors' response on the influence of this variable on tutors was rated among the other variables with a mean rating of 4.31. The study further sought to find out the views of college tutors on the influence of staff welfare

/housing for tutors in Public Training Teacher Colleges. The tutors' response on the influence of this variable was rated at 2.31 which was an indication that tutors level of job satisfaction indicator was slightly below average as majority felt institutional administrators so far has not done so far to improve the welfare of tutors in terms of housing provision and other social facilities and as such this could impact negatively on teacher trainees performance. The study further sought the views of the tutors to find out whether college administrators policy in organizing open days for academic and career talks by subject specialists could in one way or another, influence job satisfaction among tutors and also impact on the trainees academic performance which is an indicator of tutor performance. The response from the respondents posted a mean rating of 2.26 which was low according to satisfaction level indicator. Furthermore in order to ascertain the relationship between Institutional factors and academic performance among tutors in Public Training Teacher Colleges a correlation test was done to establish the direction of magnitude of the relationship as shown in Table 2. From Table 2 it can be noted that there was a positive relationship between the institutional factors and job satisfaction which could subsequently translate in to improved subject mean performance. The relationship was statistically significant at ( $r=0.52$ ,  $n=290$ ,  $P<0.05$ ). This was an indication that the direction of magnitude of correlation coefficient value was positive. The relationship was statistically significant as the calculated p-value was found to be 0.736 which was more than the set critical p-value of 0.05. This means that slight increase in improvement on the structure of institutional factors would lead to an increase in job satisfaction and subsequently improved subject mean performance in Public Training Teacher Colleges. The individual Institutional factors (sub variables) were further correlated with subject mean performance to establish the relationship in terms of coefficient correlation values. The results were as shown in Table 3.

From Table 3, it was established that there was statistically significant relationship between sub variables under Institutional factors and subject mean performance among tutors in Public Training Teacher Colleges. For example a correlation coefficient test was done in order to establish whether workload for tutors or current Primary Teacher Education curriculum has influence on tutors subject mean performance. The results obtained indicated that the relationship 0.84. The relationship was significant at ( $r =0.840$ ,  $n =290$ ,  $p<0.05$ ). The finding confirms the earlier results that workload has influence in subject mean performance. Further findings established that provision of better houses for staff or organized staff welfare had a moderate or average relationship with subject mean performance as it had correlation coefficient value of 0.370. The relationship was statistically significant ( $r =.370$ ,  $n=290$ ,  $p<0.05$ ) and furthermore the direction of magnitude was positive thus an indication that tutors are motivated when their welfare is taken into consideration and this propels them to work hard. The findings from other sub variables indicated that provision of teaching and learning resources had a correlation coefficient of ( $r =0.192$ ,  $n=290$ ,  $p <0.05$ ), this was an indication that the relationship was very low if not negligible though statistically significant but falling below the set critical p-value of 0.05. Other sub variables like administration policy and institutional culture were also tested and the study established that their correlation coefficient values were statistically significant as follows ( $r=.046$ ,  $n =290$ ,  $p<0.05$ ).

**Table 1. Ratings of Tutors on the Influence of Institutional factors on Job Satisfaction and Performance among Tutors in Public Primary Teacher Training Colleges (n=290)**

Ratings Institutional/Administrators	HS	S	SS	D	HD	MR
Staff welfare/Housing	10 (50)	40 (160)	70 (210)	80 (160)	90 (90)	2.31
Current administration policy.	8(40)	18( 72)	90 (270)	102(204)	72 (72)	2.26
Primary Teacher Education Fair Workload	140(700)	90(360)	30(90)	20(40)	10(10)	4.13
Provision of Teaching /Learning resources	110(550)	80(320)	30(90)	40(80)	30(30)	3.68
The college has already defined Institutional culture.	10(50)	28(112)	120(360)	42(84)	90(90)	2.4
Overall Mean=						2.956

Key: HS-Highly Satisfied, S-Satisfied, SS-Slightly Satisfied, HD-Highly Dissatisfied, MR-Mean Rating.

**Table 2. Relationship between Institutional Factors and Tutors Academic Performance in Public Primary Training Teacher Colleges**

		Tutors Academic Performance
Institutional Factors	Pearson's correlation	.520
	Sig (2-tailed)	.736
	N	290

**Table 3. Relationship between Institutional factors and Tutors performance in Public Primary Training Teacher Colleges (n=290)**

Institutional Factors		Tutors Performance
Work load/ Primary Teacher Education Curriculum	r	0.840
	p	0.000
	n	290
Provision of Teaching/Learning resources	r	.192
	p	.001
	n	290
Institutional culture	r	.046
	p	.912
	n	290
Staff welfare/Housing	r	.370
	p	.050
	n	290
Policy and administration	r	.131
	p	.026
	n	290

Nb. The finding is significant at the 0.05 level (2-tailed)

KEY: - r =Pearson correlation coefficient,  
p =Calculated critical p-value  
n =Sample size

**Table 4. Ratings on Influence of Institutional Factors that influence Job satisfaction and Performance among Tutors**

Institutional Factors	HS	S	SS	D	HD	MR
Work load/ Primary Teacher Education Curriculum	8 (40)	4(16)	3(9)	3(6)	0 (0)	3.94
Provision of Teaching /learning resources	7 (35)	2 (8)	4(12)	3 (6)	2 (2)	3.50
Institutional culture	8 (40)	2 (8)	3(9)	4(8)	1 (1)	3.66
Staff welfare /Housing	3(15)	6(24)	5(15)	2(4)	2(2)	3.33
Policy on administration	3(15)	3(12)	8 (24)	2(4)	2(2)	3.16
Overall Mean			3.519			

Key:-HS-Highly satisfied, SS-Slightly Satisfied D-Dissatisfied, HD-Highly Dissatisfied, MR-Mean Rating.

From Table 4 the principals rating on the influence of institutional factors that influence job satisfaction among tutors and how this impacts on trainees performance among the variables the principals responded to in the staff welfare / provision of housing had a mean rating of 3.33 which according to satisfaction level indicator was high. The study established that staff welfare if well coordinated can influence job satisfaction. The other variable that elicited the principals positively was current policy on administration. The responses elicited a mean rating of 3.16 which according to the satisfaction level indicator was high thus establishing that effective supervision and administration which is well coordinated and structured can motivate tutors and eventually translate in to improved performance. The findings established that the influence of workload and institutional culture respectively elicited a response which had a mean rating of 3.94 and 3.66 respectively indicating that the variables

exhibited high level of satisfaction. From the same table the principal's response to influence of adequate provision of Teaching and Learning resources elicited a mean rating of 3.5 which was moderate according to satisfaction level indicator.

## DISCUSSION

The tutors' response to the rating scale on the role of institutional factors indicated that the colleges have functional academic departments established according to the Community based establishment requirements. Like the school curriculum, the Primary Teacher Education curriculum is developed by the Kenya Institute of Curriculum Development and comprises of primary school content subjects. The current Primary Teacher Education curriculum is outlined in the 2014 Primary Teacher Education syllabus and the tutors' response on the influence of

this variable on tutors was rated among the other variables with a mean rating of (4.31). This translated from the number of majority of tutors who were satisfied with the current Primary Teacher Education curriculum which was not so much overloaded. In this respect one of the tutors in the questionnaire indicated that “The curriculum remains considerably fairly loaded given the duration of the primary teacher education program compared to secondary school curriculum. This is the reason why many secondary school teachers prefer to be deployed to teach in public teacher training colleges.” The findings of the study revealed that the current curriculum for primary teacher education was an important factor that influenced job satisfaction among tutors in Public Training Teacher Colleges. The satisfied tutors, the research finding established could go an extra mile in executing their duties as tutors and this could definitely be translated into the improved performance among teacher trainees. The study further established that workload for tutors currently in Public Training Teacher Colleges is widely diversified as they are currently expected to perform many tasks in addition to providing academic instruction. The policy guidelines in force expect the tutors to regulate the coordination of TP every term within the college calendar. This program have been found to be posing a lot of stress and headache to the tutors as the 6 weeks every term allocated for TP eats on the teaching hours. Therefore the extra workload assigned to tutors usually does not motivate them. This finding is consistent with the work of Ngalyuka (2005) who noted that unlike secondary schools, the extra workload have always made some teachers to be reluctant to offer their services beyond normal working hours and this kind of action may finally affect the performance of some trainees.

The response from the respondents posted a low influence according to satisfaction level indicator and in this respect one of the tutors in the questionnaire indicated that: “Certain subjects are vital in determining the quality pass. For example education, English, Kiswahili and P.E are compulsory and are a requirement for on to get a distinction. Therefore organizing open days for academic talks by subject specialist can effectively help in improving trainee performance.” The findings of the study revealed that organizing open days and seminars for academic day was very instrumental in boosting both tutors and trainees morale and could help in improving their performance. The results of the study is consistent with the work of Mutie (1993), who noted that school administrators who organize career talks for students to work hard and aspire to improve their academic performance. Furthermore, the respondent’s response in respect to their level of satisfaction in regard to the existence of a working institutional culture which could impact on trainees performance was sought. The tutors’ response had a mean rating of 2.4 on US. This in essence revealed that majority of tutors in Public Training Teacher Colleges were dissatisfied with the current institutional culture colleges were using as they had very little impact on trainees performance. The findings of the study is consistence with the work of Mutie (2003), who observed that Institutional culture could influence trainees performance as the students themselves do set some level of standards of good performance in academic and co-curriculum activities and the results in terms of performance index are always exhibited when national examination results are released. They study further sought to find out if the tutors were satisfied with the provision of teaching/learning facilities in Public Training Teacher Colleges and whether this could

improve trainees’ performance. The response from the respondents scored a mean rating of 3.68 which revealed that the tutors could be satisfied if adequate Teaching/Learning resources were provided in the institutions. The findings further established that provision of adequate teaching and learning resource would ensure that trainee could be able to access equipped libraries and laboratories to enable them perform well. It was observed that the general environment and the infrastructure in most Public Training Teacher Colleges do not engender pride and positive images about becoming a teacher and this has a negative implication of job satisfaction among tutors and could impinge on the trainees overall performance. The results of this study is consistent with the work of Spear (2009), who contended that availability of better/improved Teaching /learning resources/facilities in an institution could motivate teachers and eventually translates in to improved performance.

From the findings the study established that even though the correlation coefficient value were statistically significant, administration policy had a correlation coefficient value whose direction of magnitude was positive but with very low or minimal relationship with subject mean performance among tutors. Furthermore the study established that institutional culture had a correlation coefficient value of 0.46, whose direction of magnitude was positive. The findings indicate that though the value was statistically significant the relationship was weak. In conclusion the study established that current Primary Teacher Education curriculum is fairly loaded and the provision of the infrastructure and learning facilities are insufficient. All these in one way or another do influence job satisfaction among tutors and has the potential to significantly impact on trainees ‘performance. The results of the study is consistent with the work of Spear (2009), who noted that improved Teaching and Learning facilities and well established institutional culture was capable of motivating teachers and this could translate in to improved performance among students. The study further with a view to establish the relationship between the findings from the likert measuring scale (Mean rating), used descriptive statistic to establish whether the results were conforming. The findings concurs with the work of Spear (2009), who noted that the general infrastructure and facilities in Public Training Teacher Colleges do not engender pride and positive image about becoming a teacher, the buildings and related teaching facilities are old established in the pre-independence era with old and not so well maintained buildings. Therefore this has impacted negatively to tutors job satisfaction and overall college mean performance in Public Training Teacher Colleges.

## CONCLUSION

The study established that the current overloaded Primary Teacher Education Curriculum has influence on job satisfaction among tutors in Public Training Teacher Colleges. The extra workload assigned tutors usually does not motivate them thus impacts negatively on subject and college mean performance in Public Training Teacher Colleges. The findings is consistent with the work of Ngalyuka (2005), who noted that unlike secondary schools the extra workload assigned to tutors have not motivated tutors to offer effective service delivery majorly because there have been no payment for this extra work load. The study further established that institutional culture had influence on job satisfaction among tutors and



could subsequently impact on trainees performance. The findings of the study is consistent with the work of Mutie (2003), who argued that institutional culture could influence students performance as the students themselves usually do set certain levels of standards in performance either in academics or co curriculum activities in Public Training Teacher Colleges.

## RECOMMENDATIONS

All persons in the teaching profession and more so in particular teachers intending to teach in Public Training Teacher Colleges, level should be sufficient in terms of Community Based Establishment identified and duly appointed in areas of their specialization to ensure they are capable of providing effective training to the teacher trainee's. Furthermore is need for institutional administrators to initiate a policy guideline regulating internal In-Service Training, initiating an internal college culture, organizing academic and career talks for teacher trainees and also being given a fair deal in matters concerned with promotion of tutors in Public Training Teacher Colleges.

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