

Interpersonal Relationships As A Correlate Of Teachers' Job Satisfaction In Public Primary Schools In Nairobi City County, Kenya

Stella Kanyiri Kirimi¹

Masters Student, Kenyatta University,
Department of Educational Psychology,
P.O. Box 43844-00100, Nairobi , Kenya.

Dr. David Kariuki²

Department of Educational Psychology,
Kenyatta University,
P. O. Box 43844-00100, Nairobi , Kenya.

Judith Kamathi Kabira³

Phd Student, Kenyatta University,
Department of Educational Psychology,
P. O. Box 43844-00100, Nairobi , Kenya.

ABSTRACT

Job dissatisfaction has persistently been reported among teachers in Kenya. In Nairobi City County, a significant number of primary school teachers, over 70% express dissatisfaction with various aspects of their job. This widespread dissatisfaction has remained a threat to students, teachers, and the larger education sector due to its associated negative outcomes. While earlier studies have extensively investigated teachers' job satisfaction, there is limited attention accorded on factors linked to job satisfaction among teachers in public primary schools in Nairobi City County. Therefore, to address the gap, this study examined the relationship between interpersonal relationships and job satisfaction among this category of teachers. This study used Herzberg's motivation theory (1994), was correlational and targeted 4,108 teachers from all the 205 public primary schools in Nairobi City County. A sample of 165 teachers was drawn from the accessible population of 290 teachers from all the 27 public primary schools in Westlands. The respondents filled in the Job Content Questionnaire and Brief Overall Job Satisfaction Measure II (BOJSM-II) questionnaires, which were piloted using 30 teachers drawn from one primary school that was left out during the main study. Analysis involved the reporting of descriptive statistics and hypothesis testing using Statistical Package for Social Sciences (SPSS) version 22. The results established a positive and significant relationship between interpersonal relationships and teachers' job satisfaction ($r(153) = 0.19, p < .02$). The study concluded that good and supportive school-based interpersonal relationships are linked to higher job satisfaction among primary school teachers. The study recommends the Ministry of Education (MOE), Teachers Service Commission and School Boards of Management to develop good and supportive interpersonal relationships within schools to bolster job satisfaction of the teachers.

Key words: Interpersonal Relationships, Teachers' Job Satisfaction, Primary School Teachers.

Date of Submission: 18-11-2023

Date of Acceptance: 28-11-2023

I. BACKGROUND TO THE STUDY

Developing a satisfied workforce in teaching profession has continued to be a very challenging task not only in the Kenyan education sector but also in other countries across the globe (Oduor, 2015; Okeke & Mtyuda, 2017; Reena, 2020). Job satisfaction refers to the workers' level of contentment with their job (Judge et al. 1998). Job satisfaction has been recognized as an important factor in predicting various positive outcomes in educational settings (Baluyos, 2019; Mubarak, 2016). Researchers have established that highly satisfied teachers demonstrate satisfactory work performance, high motivation, and commitment to their work. This has significantly affected school academic performance which is the goal of the education sector (Baluyos, 2019).

Therefore, ensuring that teachers are satisfied, especially primary school teachers, with their job is fundamental for success across education levels. This is because primary education forms the basic and the most important stage upon which further education in secondary and tertiary is built.

Education data in USA by National Center for Education Statistics (NCES) data show that approximately 55 teachers out of hundred are not contented with their job (Walker, 2018). Further the report show that teachers who were more satisfied reported that their school conditions were favourable. In African context, similar trends of job dissatisfaction have been documented among teachers. For instance, in South Africa, primary school teachers have been reported to manifest general dissatisfaction with their teaching job (Okeke & Mtyuda, 2017).

In Kenya, the situation is not different as incidences of job dissatisfaction among teachers have been documented. A survey conducted by Education International (EI), cited teachers' feelings of dissatisfaction with various aspects of teaching job such as unfavourable work environment and poor pay as some of the reasons why about 45% of the teachers have shown intention to leave teaching in Kenya (Odour, 2015). According to survey findings, 57,600 teachers accounting for 20% of teachers in Kenyan schools must engage in another job to cater for their basic needs. It further revealed that the teachers' job dissatisfaction was a major factor behind increased teachers' strike in Kenya.

In Nairobi City County, teachers are said to display high levels of job dissatisfaction with a range of job-related aspects (Ongati, 2018). This researcher highlighted poor work environment, poor administration, and lack of appreciation as the main correlations of job dissatisfaction within Nairobi County. Research focused on different Sub Counties within Nairobi City County reports moderate to high levels of job dissatisfaction among teachers. For example, in Embakasi Sub-county, a study by Nyagaya (2015) study reveals that approximately 32% of teachers showed low job satisfaction levels associated with huge workload while 61% of teachers showed dissatisfaction due to poor classroom conditions. In Kasarani Sub-county, roughly 76% of teachers were dissatisfied with their jobs and specifically, 91% of teachers indicated dissatisfaction with their salaries (Kihara, 2014). In other Subcounties like Westlands Sub-county, teachers have exhibited a myriad of indicators of low job satisfaction such as low motivation, negative attitude, and high teacher turnover rates (Ngugi, 2014; Mwangi, 2019). Despite these reported indicators of discontent among primary school teachers, there is a scarcity of studies on the correlates of job satisfaction in Westlands Sub-county in Nairobi City County. Therefore, this research was carried out to shed light on factors associated with low job contentment in order to offer possible solutions to the problem and improve working conditions for teachers in Westlands .

From the previous studies, several gaps can be noted. Some pertain to different populations such as coworkers, supervisors, and non-teaching staff within the education sector. Other gaps concern the context of the study. Also looking at the recommendations made by these studies on the need to compressively address the problem of job dissatisfaction in education sector, the current study considered investigating the factors influencing primary school teachers' job satisfaction. Therefore, due to the number of gaps that were noted, the current study examined whether job satisfaction was related to work environment, work attitude and interpersonal relationships among primary school teachers in Westlands Sub-county in Nairobi City County, Kenya.

Purpose of the Study

The study purported to examine whether a connection existed between interpersonal relationships and teachers' job satisfaction in public primary schools in Nairobi City County. The results of this research may be beneficial to key stakeholders in fostering good interpersonal relationships among teachers to increase their job satisfaction.

Objective of the Study

The study's objective was to establish the connection between interpersonal relationships and teachers' job satisfaction in public primary schools in Nairobi City County.

Theoretical Framework

This study was guided by Herzberg's Two-Factor Theory of Motivation (Herzberg et al., 1959). It states that the way workers are satisfied with their job is determined by two types of factors: motivator and hygiene factors. Motivators entail those variables and feelings that are directly related to one's job. Improving motivator factors lead to increased job satisfaction. Hygiene factors refer to variables related to the work environment of one's job and when improved they lead to reduced job dissatisfaction. Examples of motivators in this study included teachers' attitude towards their work while hygiene factors consisted of interpersonal relationships and various aspects of work environment.

Previous studies on job satisfaction based on Herzberg's Two-Factor Theory of motivation report that motivator factors such as work attitude significantly contribute to increased job satisfaction (Kavitha, 2015;

Reena, 2020). Still, other researchers have found that hygiene factors such as poor interpersonal relationships and unfavorable aspects of work environment significantly led to job dissatisfaction (Modupe et al., 2020; Olusegun & Olusoji, 2020). The theory was useful in this study in explaining how motivators and hygiene factors interacted to predict job satisfaction among teachers in primary schools in Nairobi City County, specifically by linking teachers' working environment, attitude towards teaching and interpersonal relationships to their job satisfaction.

II. REVIEW OF RELATED LITERATURE

In Iceland, Birgisdottir (2019) did a study using one hundred and fifty-six participants who were randomly sampled from various occupations including health care, finance, and education. A ten-item questionnaire was distributed through Google forms to gather information on interpersonal relationships and job satisfaction. The data was analyzed using SPSS and Microsoft Excel, and statistically using descriptive statistics and linear regression. The results associated good interpersonal relationships with higher job satisfaction. In this research, interpersonal relationships were found to significantly relate to satisfaction of teachers. The present researcher therefore concluded that strengthening supportive relationships at schools could increase job satisfaction of teachers in primary schools in Nairobi City County.

Dalimunthe et al. (2017) conducted an inquiry on the connection of interpersonal relationship to job satisfaction among event organizers in Medan, Indonesia. The study sampled all the 63 project officers from 7 event organizing companies. Questionnaires were administered to obtain data which was analyzed using the SEM. The results concluded that interpersonal relationships positively and significantly affected job satisfaction. Dalimunthe et al's study concentrated on a very small sample of event organizers and not teachers, which may have skewed the results. Hence, the current investigation studied a group of teachers who were randomly sampled to see whether the same results could be obtained. The results obtained demonstrated the positive benefits of supportive relationships from other teachers, students, and school administrators to teachers' job satisfaction.

Lodisso (2019) investigated the contribution of interpersonal relationships on job satisfaction of employees working in the education department of Hawassa City Administration. All the 61 participants were sampled, among which were coworkers and supervisors. A correlation research design was used. Questionnaires were administered to obtain data which was processed through the Structural Equation Model and correlation coefficient. The findings demonstrated that interpersonal relationships are directly and positively linked to job satisfaction. The sample of the Lodisso's study was very small which could have influenced the results. In addition, classroom teachers were not of the focus which limited the interpretation of the results to this population. Therefore, the reason for doing this study was to address the gaps noted.

Onyilo and Shamo (2019) did a similar study with intent to see the connection self-concepts and interpersonal relationships have on job satisfaction and performance among university workers in Nigeria. The study population included 1500 non-teaching staff members among which 150 were sampled through stratified random sampling method. Data was generated using standardized scales. The results showed a significant association between self-concepts and interpersonal relationships with job satisfaction and performance. However, the results are limited in the contexts of Nigerian non-teaching staff. Hence, there was need to investigate how interpersonal relationships from colleague teachers, students and school administrators influenced primary school teachers' job satisfaction in Kenyan contexts.

Modupe et al. (2020) examined the role of job satisfaction and interpersonal relationships towards job performance of education colleges' academic staff in Lagos State, Nigeria. A quantitative survey was given to 51 lecturers and 604 students obtained through multistage sampling technique. The researcher designed a survey for the lecturers and the other for students. The research tools were validated by educational management experts, and reliability attested via test-retest method. Percentages were utilized in describing variables of the research and ANOVA statistics in testing the hypotheses. The results indicated that job satisfaction and interpersonal relationships had a positively significant relationship with job performance of academic staff. However, the study did not explore job satisfaction in relation to interpersonal relationships which the present researcher embarked on.

Kanana (2016) carried out a study to determine how relationships practices by the management were associated with employee's job satisfaction at Swissport Kenya Limited. The study population included 264 participants among which included top level management staff. Two hundred and twenty-one (221) of the employees responded to the questionnaire given. Among relationships practices assessed were communication, conflict management, trade unionism, and disciplinary procedures. The study considered the demographics of employee's designation, time worked at the company and their level of education. The results showed an insignificant association between relationships practices and job satisfaction. The study only included the management personnel, and this could have affected the results obtained. Hence, the present investigation was very important in highlighting the role played by interpersonal relationship on teachers' job satisfaction.

III. RESEARCH METHODOLOGY

This study used correlational research design, which according to Creswell and Creswell (2018) allowed the researcher to obtain data on relevant variables for each participant in the sample and to test the relationship between or among those variables. A quantitative approach was employed which involved the use of surveys to gather data from the teachers who participated.

Data was collected using Job Content Questionnaire by Karasek, et al. (1998) and Brief Overall Job Satisfaction Measure by Judge, et al. (1998). The study's locale was Westlands Sub-county in Nairobi City County and 4,108 teachers from all the 205 public primary schools in Nairobi City County were targeted. To obtain the sample of this study, purposive sampling, stratified sampling, and simple random sampling were used. Sample size comprised of 165 teachers chosen from a total of 290 teachers from the sampled primary schools as per criteria stated by Krejcie & Morgan (1970). Proportionate stratified random sampling formula ($Nh/N * n$) was also used to choose teachers from different types of schools.

The process of data analysis was initiated by first coding, and entering data into SPSS 22. Descriptive analysis of the study variables was conducted followed by Pearson Correlation analysis to test null hypothesis. Research clearance from Graduate School of Kenyatta University and research Permit from National Council for Science, Technology and Innovation (NACOSTI) were secured before data collection. Appointments were sought from school head teachers prior to data collection day for the purpose of familiarization. Lastly, teachers were requested to sign written consent form where the study's purpose was explained, confidentiality and anonymity assured.

IV. STUDY'S FINDINGS

This section highlights the findings, interpretation and discussions of the study's results .

Description of Interpersonal Relationships

The items used to assess the interpersonal relationships among teachers were summed to get the respondents' total score. The obtained total score was then used to calculate the mean, standard deviation, skewness, kurtosis, minimum and maximum values for teachers' interpersonal relationships as specified in Table 1.

Table 1: Interpersonal Relationships Descriptive Statistics

| | Min. | Max. | Mean | SD | Sk. | Kur. |
|-----------------------------|------|-------|-------|------|------|------|
| Interpersonal Relationships | 6.00 | 48.00 | 19.39 | 4.07 | 1.64 | 7.84 |

Note. N = 155; Min = minimum; Max = maximum SD = standard deviation; Sk. = Skewness; Kur = Kurtosis.

As presented in Table 1, the respondents' maximum score was 48.00 while the minimum score was 6.00. The mean score was 19.39 and standard deviation was 4.07 implying high variability of the scores from the mean. The skewness value was 1.64 while kurtosis was 7.84. Further, the researcher used the total score of the overall scale to put the respondents into three groups according to Karasek et al. (1998). The score levels ranged from low (6-11), moderate (12-17) and high (18-24). The low, moderate, and high level represented low, moderately, and high supportive relationships respectively as captured in Table 2.

Table 2: Levels of Interpersonal Relationships

| | Frequency | Percent |
|-------------------------------------|-----------|---------|
| Low supportive relationships | 4 | 2.5 |
| Moderately supportive relationships | 26 | 16.9 |
| Highly supportive relationships | 125 | 80.6 |
| Total | 155 | 100.0 |

As shown in Table 2, most of the teachers, accounting for 80.60%, reported that their interpersonal relationships were highly supportive. This was followed by 16.9% of teachers who perceived their interpersonal relationships as moderately supportive, within only 4 teachers indicated low supportive relationships. Teacher's job satisfaction was also analyzed to obtain descriptive statistics as can be seen Table 3.

Table 3. Descriptive Statistics of Teacher's Job Satisfaction

| | Min. | Max. | Mean | SD | Sk. | Kur. |
|------------------|------|-------|-------|------|------|------|
| Job Satisfaction | 8.00 | 25.00 | 16.02 | 2.87 | 0.06 | 0.52 |

Note. N = 155; Min = minimum; Max = maximum SD = standard deviation; Sk = skewness; Kur = kurtosis

Information in Table 4.8 shows that the respondents' maximum and minimum scores were 25.00 and 8.00 respectively. The mean score was 16.02 and standard deviation was 2.87 implying that the scores were slightly spread from the mean. The skewness value is close to zero (0.06) indicating the symmetrical nature of the scores. On the other hand, the kurtosis value was 0.52 implying a normal distribution. According to Byrne (2010), data is said to be normality distributed when skewness values range from -2 to +2, and kurtosis values range from -7 to +7. Further, the average score of the global scale was used to group the respondents' job satisfaction into three levels presented in Table 4.

Table 4: Levels of Teachers' Job Satisfaction

| Job Satisfaction Levels | Frequency | Percent |
|-------------------------|-----------|---------|
| Low | 9 | 5.8 |
| Moderate | 119 | 76.8 |
| High | 27 | 17.4 |
| Total | 155 | 100.0 |

As captured in Table 4, over 76% of the teachers had moderate job satisfaction levels, followed by those who had high job satisfaction as indicated in 17.4% of the respondents. Few respondents categorized themselves under low job satisfaction levels as shown in 5.8%. Furthermore, the researcher tested the assumptions related to Pearson correlation to ensure robustness of this test. Given that, the two variables investigated were measured on interval scale and obtained from a randomly selected sample, the researcher conducted the linearity assumption.

Hypothesis Testing

To find if a relationship existed between interpersonal relationships and teachers' job satisfaction, a null hypothesis stating that there was no significant relationship between interpersonal relationships and teachers' job satisfaction was set. This null hypothesis was tested using Pearson correlation and the outcomes are given in Table 5.

Table 5: Correlations Between Interpersonal Relationships and Teacher's Job Satisfaction

| | | |
|--------------------------------|------|----|
| | 1. | 2. |
| 1. Interpersonal Relationships | — | |
| 2. Job Satisfaction | .19* | — |

Note. N = 155.

* Correlation is significant at the 0.05 level (2-tailed).

As can be ascertained from Table 5, results indicated that there was a positive significant low correlation between teachers' interpersonal relationships and job satisfaction ($r(153) = .19, p = .02$). These results led to the rejection of null hypothesis. Thus, the results supported the alternative hypothesis that there was a positive significant correlation between interpersonal relationships and job satisfaction of teachers. These results inform that if teachers' interpersonal relationships are good and supportive, they will experience increased satisfaction with their teaching job.

V. Discussion of the Results

The current study highlighted a significant positive relationship between teachers' interpersonal relationships and job satisfaction. The findings are in coherent with findings by Birgisdóttir (2019) who examined whether the nature of interpersonal relationships in workplace was impactful on employees' job satisfaction in Iceland, and reported that good interpersonal relationships was associated with higher job satisfaction. In the same vein, Dalimunthe et al. (2017) designed an investigation focusing on the linkage between interpersonal relationships and employees' job satisfaction among event organizers in Medan, Indonesia. The results concluded that interpersonal relationships positively and significantly affected job satisfaction. On the same note, the current study confirms that good interpersonal relationships are very crucial in influencing teachers' feelings of job satisfaction. Modupe et al. (2020) study stresses on the importance of interpersonal relationships on job performance of education colleges' academic staffs. The study, however, did not explore job satisfaction in relation to interpersonal relationships. Hence, the current study filled the existing knowledge gap by connecting interpersonal relationships to job satisfaction. The present results match the findings of local studies such as Otanga and Mange (2014) on primary school teachers in the Coast Province that demonstrated significant predictive role of work-related relations on teachers' job satisfaction. Similarly, Kanana (2016) reported a connection between relations management practices and job satisfaction of Swissport Kenya Limited employee. These results stress the importance of interpersonal relationships on job satisfaction

across categories of employees. Therefore, the current study concluded that teachers with supportive relationships from colleague teachers, students or school administrators are more likely to feel more contented with their job. Since most teachers were found to have moderate job satisfaction, primary schools in Westlands Sub-county can strive to enhance interpersonal relationships to boost their satisfaction.

VI. Conclusions and Recommendations

This study reported significant positive relationship between interpersonal relationships and teachers' job satisfaction. Therefore, the study recommends interventions geared towards enhancing good interpersonal relationships at school level to bolster teachers' job satisfaction.

Conflict of interest

There were no conflicts of interest reported throughout the research process.

Funding statement

The research project was fully funded by the corresponding author.

Data Availability Statement

The researcher will provide access to the raw data backing up the findings upon request.

Ethics Statement

Study's respondents were requested to sign the written informed consent, where the purpose of study was explained and confidentiality of their responses assured.

Acknowledgement

Greatest appreciation to my supervisor Dr. David Kariuki, Chairman, Department of Educational Psychology, for his tireless dedication and sincere supervision and proper guidance throughout the research process. I feel highly indebted.

References

- [1]. Baluyos, G.R., Rivera, H.L., & Baluyos, E.L. (2019) Teachers' Job Satisfaction And Work Performance. *Open Journal Of Social Sciences*, 7, 206-221. <https://doi.org/10.4236/jss.2019.78015>
- [2]. Birgisdóttir, B. (2019). The Impact Of Interpersonal Relationships Within The Workplace On Job Satisfaction Among Employees In Iceland [Bsc Psychology Degree]. Reykjavik University, Iceland. <https://skemman.is/bitstream/1946/33191/1/>
- [3]. Byrne, B. M. (2010). *Structural Equation Modeling With AMOS: Basic Concepts, Applications, And Programming*. New York: Routledge.
- [4]. Creswell, J. W., & Creswell, J. D. (2018). *Research Design (5th Ed.)*. SAGE Publications.
- [5]. Dalimunthe, I., Absah, Y., Raha, S., & Salim, A. (2017). The Effect Of Interpersonal Relationships And Role Ambiguity On Job Satisfaction And Its Impact Toward Employees' Intention To Leave In Event Organizer Services Provider In Medan. *Advances In Economics, Business And Management Research (AEBMR)*, 46 (1), 346-352. <http://creativecommons.org/licenses/by-nc/4.0/>
- [6]. Kanana, T.J. (2016). The Perceived Relationship Between Employee Relations Management Practices And Job Satisfaction At Swissport Kenya Limited [Masters Project]. University Of Nairobi, Nairobi, Kenya.
- [7]. Karasek, R., Kawakami, N., Brisson, C., Houtman, I., Bongers, P., & Amick, B. (1998). The Job Content Questionnaire (JCQ): An Instrument For International Comparative Assessments Of Psychosocial Job Characteristics. *Journal Of Occupational Health Psychology*, 3(4), 322-355. <https://doi.org/10.1037/1076-8998.3.322>
- [8]. Kavitha, S., & Venkateswaran, R. (2015). Teaching Attitude And Job Satisfaction Of Secondary School Teachers. *Shanlax International Journal Of Education*, 3(4), 1-6.
- [9]. Kihara, R. M. (2014). Institutional Factors Influencing Job Satisfaction Among Teachers In Public Primary Schools In Kasarani District Of Nairobi County, Kenya [Thesis]. University Of Nairobi Research Archive. <http://erepository.uonbi.ac.ke/>
- [10]. Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size For Research Activities. *Educational And Psychological Measurement*, 30(3), 607-610.
- [11]. Lodisso, S. L. (2019). The Effects Of Interpersonal Relationship On Employees' Job Satisfaction: The Case Of Education Department, Hawassa City Administration. *IOSR Journal Of Business And Management (IOSR-JBM)*, 21(3), 21-27. <https://doi.org/10.9790/487X-2103012127>
- [12]. Modupe, B.L., Olowo, B.F., & Okotoni, C.A. (2020). Job Satisfaction And Interpersonal Relation: A Determinant Of Job Performance Of Academic Staff Of Colleges Of Education In Lagos State, Nigeria. *International Journal Of Indonesian Education And Teaching*, 4(2), 316-331. <https://doi.org/10.24071/ijiet.2020.040214>
- [13]. Mwangi, G.G. (2019). Causes Of Teacher Turnover And Their Influence On Students KCSE In Private Secondary Schools In Westlands Sub-County-Nairobi, Kenya [Project]. University Of Nairobi, Kenya.
- [14]. <http://erepository.uonbi.ac.ke/bitstream/handle/11295/108698>
- [15]. Ngugi, A. J. (2014). Effects Of Teachers' Motivation On Students' KCPE Performance In Public Primary Schools Of District, Nairobi County, Kenya [Masters Thesis]. Kenya Methodist University, Kenya. <http://repository.kemu.ac.ke/handle/123456789/380>
- [16]. Nyagaya, P.A. (2015). Factors Influencing Teachers' Level Of Job Satisfaction In Public Primary Schools In Kayole Division, Embakasi Sub County, Kenya [Masters Thesis]. University Of Nairobi, Kenya. <http://hdl.handle.net/11295/90863>
- [17]. Oduor, A. (2015, February 6). Why Nearly Half Of Kenyan Teachers Want To Leave Their Profession. *The Standard*.
- [18]. <https://www.standardmedia.co.ke/education/article/2000150713/>

- [19]. Okeke, C.I., & Mtyuda, P.N. (2017). Teacher Job Dissatisfaction: Implications For Teacher Sustainability And Social Transformation. *Journal Of Teacher Education For Sustainability*, 19(1), 54-68. <https://doi.org/10.1515/jtes-2017-0004>
- [20]. Olusegun, E. A., & Olusoji, J. G. (2020). Job Satisfaction Among Nurses: Work Environment And Job Satisfaction Among Nurses In Government Tertiary Hospitals In Nigeria. *Rajagiri Management Journal*, 14 (1), 71-92.
- [21]. <https://www.emerald.com/insight/0972-9968.htm>
- [22]. Ongati, J. M. (2018). Influence Of Selected Factors On Job Satisfaction Among Teachers In Private Secondary Schools In Kasarani Sub County, Kenya [Unpublished Masters Thesis]. Maseno University, Kisumu, Kenya.
- [23]. <https://repository.maseno.ac.ke/bitstream/handle/123456789/827/>
- [24]. Onyilo, B. O., & Shamo, I. I. (2019). Self-Concepts And Interpersonal Relationships Among Non-Teaching Staff Of The University Of Abuja: Implications For Job Satisfaction And Performance. *Ife Psychological Studies*, 27(2), 190-203.
- [25]. Otanga, H., & Mange, D. (2014). Contribution Of Personal Characteristics And School-Context Factors To Job Satisfaction Among Primary School Teachers In Coast Province, Kenya. *International Journal Of Education And Research*, 2 (7), 469-480.
- [26]. Reena, M. (2020). Job Satisfaction And Attitude Towards Teaching Among Teachers Of Private And Government Schools At Senior Secondary Level. *International Journal Of Advance Research And Innovative Ideas*, 6 (6), 191-201. <https://www.ijariie.com>
- [27]. Walker, T. (2018, August 6). Who Is The Average U.S. Teacher? *NEA News Today*. <https://www.nea.org/advocating-for-change/new-from-nea/who-average-us-teacher>