



# **INFLUENCE OF WORKING CONDITIONS ON SPECIAL NEEDS EDUCATORS' JOB SATISFACTION IN SPECIAL SCHOOLS FOR THE LEARNERS WITH HEARING IMPAIRMENT IN KENYA.**

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*Abstract.* Effective teaching and learning to achieve the educational goals require satisfied teachers, yet, most of the teachers in Kenya indicate lack of job satisfaction with their work. The rising numbers of special needs educators exiting from special schools for the Hearing Impaired and the frequent strikes are the possible indicators. This study examined the influence of working conditions on teacher job satisfaction among the Special Needs Educators in Special Schools for the Learners with Hearing Impairment in Kakamega County Kenya.

This study employed the Two Factor Theory of Herzberg. The study adopted multiple case study design. The study was carried out in Special Primary Schools for the HI in Kakamega County. The target population was 59 respondents, which comprised of 4 headteachers, 4 deputy headteachers, 47 classroom teachers and 3 curriculum support officers for special needs drawn from each of the sub counties where the special schools for the HI is located. The sample size was a total of 58 participants. Saturated sampling technique was used. Interview schedules, Focus Group Discussions and document analysis were used for data collection. The study adopted thematic analysis to generate the findings of the study.

Many of the Special Needs Educators were not satisfied with the working conditions that the schools had. The workload for the Special Needs Educators in some schools was unattainable. Some schools had teachers taking as many as 46 lessons per week.

*Keywords:* Working Condition, Teacher job satisfaction, Special Needs educators, Special Schools for the Learners with Hearing Impairment

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## **1.0. INTRODUCTION**

### **1.1. Background of the study**

The teachers' job satisfaction has a significant influence on, and important implications for their effectiveness and delivery of quality education. They provide instructions to children with special needs and disabilities by adapting and developing materials that match the learning needs and interests of such learners. Shann (2001) maintains that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and a contributor to school effectiveness. The teachers' overall career satisfaction in general, and satisfaction with their jobs in particular, are pivotal to maintaining quality teaching, and to retaining motivated and qualified individuals in the teaching profession (Turner, 2007).

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

Kim (2001), found that the Special Needs Educators' job satisfaction was the most significant predictor of their intent to remain in the profession. Weasmer and Woods (2004) also argue that teacher satisfaction reduces attrition,

enhances collegiality among superiors, teachers, students and parents, improves job performance, and has an impact on student outcomes. Satisfied teachers are committed and motivated to do what is expected of them.

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

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

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

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

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

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

### **1.2. Statement of the Problem**

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

### **1.3. Purpose of the study**

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

### **1.4. Objective of the study**

The objective of this study was determine the influence of working conditions on the teacher job satisfaction among the Special Needs Educators in Special Schools for the Learners with Hearing Impairment.

### **1.5. Research Question**

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

### **1.6. Significance of the study**

This study may be useful in informing the education stakeholders (Teachers Service Commission, The Principals, Curriculum Support Officers, County Directors of Education) on how they can enhance job satisfaction of the special educators for the learners with hearing impairment and in making decisions on improving the working conditions and creating an enabling environment for the teachers in the special schools.

### **1.7. Scope of the study**

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

### **1.8. Theoretical Framework**

This study employed the Two Factor Theory of Herzberg (1978). Herzberg maintained that variables that lead to job satisfaction are not the same as those factors that lead to job dissatisfaction. According to Herzberg & Grigaliuma (1971), the presence of intrinsic factors within an organization or institution would inspire employee and create job satisfaction. However, the absence of these factors from the organization may not necessarily lead to job dissatisfaction. The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, Petersen & Rossen, 2008).

The relevance of Herzberg (1978) theory for the study was that it emphasizes the fact that for individuals to be satisfied with their job, certain job factors must be in place. The factors assisted the researcher to assess the job satisfaction levels of special educators as well as how they positively or negatively influenced job satisfaction. It was concluded that a special educator who feels unrecognized in the performance of his/her duties in the special school for HI would

not necessarily abandon teaching in the special school as long as they are well paid and has good relationship with colleagues.

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

## **2.0. LITERATURE REVIEW**

### **Influence of Working Conditions on Special Needs Educators' Job Satisfaction in Special Schools for the Learners with Hearing Impairment**

In a study on job satisfaction among secondary school teachers in Malaysia, (Abdullah & Parasuraman, 2009) used survey method and a sample of 200 respondents. The study revealed that teachers were generally dissatisfied with their working conditions. They expressed general satisfaction over other work dimension such as supervision, promotion, co-workers and work it-self. However, the study was limited to only six dimensions of job satisfaction; pay, working conditions, co-workers, promotion, work itself and supervision. The current study focused on working conditions for the purpose of in-depth data collection, analysis and accuracy in findings. The current study also used multiple case study design and qualitative approach method and tried to fill the gap in the Kenyan special primary school for the HI in Kakamega County. Malaysia being a more developed country economically could have higher investment in the education sector hence this could influence the teachers' job satisfaction.

Suleman & Hussain (2018) conducted a study to examine and compare the job satisfaction of male and female secondary school heads in Khyber Pakhtunkhwa, Pakistan. All the female and male secondary school heads working in public secondary schools constituted the population of the study. Descriptive and quantitative research design was used. The findings revealed that both males and female secondary school heads were dissatisfied with the working conditions. In contrast, the current study engaged both headteachers and classroom special educators for the hearing impaired in Kakamega county hence will help fill this knowledge gap. The current study also focused on filing the gap in the primary schools for the HI in Kakamega County.

Ololube (2006) conducted a study on teachers' job satisfaction and motivation for school effectiveness in Nigeria. The survey results revealed that job security and working conditions were ranked the first among the factors that influenced job satisfaction. The teachers were most motivated by both the job context and content, that is, job security and working conditions. In the current study, interviews and focus group discussions were used for data collection. Considering Nigeria being more economically developed than Kenya, this may influence the satisfaction of the teachers in the learning institutions. The current study also employed the multiple case study design and qualitative research approach.

Maforah (2004) conducted a study on factors that promote the level of job satisfaction among educators on the Inner-City Independent Schools in South Africa. The study employed a pure quantitative approach. A sample of 100 educators were envisaged. Questionnaire was used that employed Likert scale. SPSS was used for data analysis. The study showed that there is a high positive relationship between the physical environment and the average job satisfaction. Thus, the better the physical environment, the greater the job satisfaction and vice versa. The study further revealed that there is a positive and significant but low correlation between job satisfaction and the level of security educators have in their jobs. The more secure educators feel, the more satisfied they become. However, the current study employed a pure qualitative research approach method and multiple case study design

focus on special educators as opposed to Maforah's study that focused on educators in the regular schools. In this study, focus group discussions and interview schedules were used for data collection. This enabled the researcher to get in-depth data from the respondents

Nyasha (2016) investigated Job Satisfaction and how it impacts on Job Performance in Bikita district public secondary school teachers in Zimbabwe. A mixed method approach to the study was adopted where both questionnaires and structured interviews were used. Twenty-five rural secondary school teachers and ten secondary school heads, including their deputies were used as respondents. On school facilities, basing on the research findings, teachers were dissatisfied with the non-provision of good conducive working environments in their schools. From the interviews conducted, the researcher found out that most schools lacked decent accommodation supply, science and computer laboratories. Concerning transport for teachers to and from workplace, research findings found out that most of the teachers travel long distances to and from work and such long distances will eventually de-motivate teachers to an extent that some of them would end up developing negative attitude such as absenting themselves from work, arriving late for work and dismissing early from work. In the same vein, students would take advantage of this teacher absenteeism discrepancy as an excuse for them to excuse themselves from attending school too. Therefore, unavailability of transport in rural secondary schools de-motivates teachers from working. While Nyasha's study focused on regular secondary school teachers, the current study tried to fill the gap in special primary schools by engaging primary special educators in schools for the HI in Kakamega County. The current study also employed qualitative research approach and multiple case study design. The interviews schedules were used to collect data from the headteachers while the focus group discussions used to collect data from the classroom teachers.

Ntagahali (2016) assessed the influence of working conditions on teachers' job satisfaction, the case of Kisarawe district public secondary school teachers, Tanzania. The study was guided by Maslow's motivation theory of Need, and Herzberg's Hygiene Theory. The study used descriptive survey design with case study approach. Data were collected using the questionnaire, interview, observation checklist and documentary review. The sample size consisted of 107 respondents. The data analysis was done using tables of simple frequency distribution, percentages, graphs, and charts. The findings revealed that teachers work in poor conditions typified with lack of in-service training, promotion and necessary facilities like chairs, housing. Most of them live a long distance from schools where they teach hence affecting them to fulfill their day to day responsibilities which leads to lowering their morale of work. While this study focused on the secondary school teachers, the current study tried to fill the gap in the primary special schools by engaging the special educators for the HI in special primary schools in Kakamega County. The current study also employed multiple case study design whereby interview schedules and focus group discussions shall be used in data collection. The current study was further guided by Herzberg's Two Factor Theory that enabled the researcher to compare the variables on motivation.

Nyange (2013) Investigated the factors that influence job satisfaction of secondary school teachers in Voi district Kenya. The study adopted a descriptive research design in which 33 teachers and 11 principals were sampled using simple random sampling method. The study established that the respondents were not satisfied with the working condition except for the offices. The study established that in general the teachers were not satisfied with the working condition in the schools. The results of the study showed that 63% of the teachers were not satisfied with the staff rooms. However, 52% of the teachers were satisfied with the offices while 48% were not satisfied. The findings show that 60% of the teachers indicated that they were not satisfied with the available classrooms in their respective schools. The findings of the study revealed that 85% of the teachers were not satisfied with the libraries in their schools while 63% were not satisfied with the laboratories in their schools. The study findings further revealed that the teachers were not satisfied with the provision of housing and the school surrounding (83% and 57% respectively). The current study, however tries to fill the gap in the special primary schools by focusing on the special educators for the HI in Kakamega County. Data was collected by interviews and focus group discussions. The study further employed qualitative research approach and multiple case study design. This enabled the researcher to collect rich data. Data collected was analyzed using thematic analysis approach.

Nyakundi (2012) investigated Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West subcounty, Kiambu County-Kenya. Descriptive research design was used for the study. The study targeted the principals and teachers of the public secondary schools in the subcounty. Regarding the effect of work situational

factors on teacher motivation, the study found that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools de-motivates teachers. The study also found that the respondents strongly disagreed with the statement that availability of tight rules and regulations in schools, tight education policies in schools and arrangement of offices and the spaces available in the offices affects teacher motivation as indicated by 40% of the respondents. The current study was conducted in Primary special schools for the hearing impaired in Kakamega County. The Multiple case study design was used. Saturated sampling technique was used to select all the teachers, headteachers and curriculum support officers for special needs. The interviews schedules were administered to the headteachers and CSO special needs while teachers were subjected to focus group discussions.

Ogal, Ochola, Chepkilot & Kitetu (2015) conducted a study on the relationship between employment factors, which contribute to teachers' job satisfaction and academic performance among secondary schools in Homabay County-Kenya. Descriptive research design was used in the study. Data was collected by a Minnesota Satisfaction Questionnaire (MSQ) and analyzed by use of a descriptive Statistics. The study revealed that working environment contributed negatively to teachers' job satisfaction. The relationship was not statistically significant. The study noted that when the working conditions is conducive such that physical facilities are adequate, appropriate and there is a good social relation among teachers, then they are likely to be job satisfied in their institution. On the contrary, the current study tries to fill the gap in the special primary schools by involving the special educators for the HI in Kakamega county. Multiple case study design was used and analysis of the data shall be by thematic analysis.

Ilahuyah (2014) investigated determinants of teachers' job satisfaction in public day secondary schools in Sabatia District, in Vihiga County in Kenya. The study was carried out using descriptive survey research design and data collection done using questionnaires and interview schedules. Random sampling was used to generate a sample for the study. The subjects were teachers employed by the Teachers' Service Commission. Data analysis was done using descriptive and inferential statistics. The findings were presented using frequency tables and percentages. Study findings showed that the respondents were dissatisfied with; nature of students, access to the school, school procedures, staff facilities and students' admission. When teachers are not satisfied with their working conditions, they are more likely to change schools or leave the profession altogether, the respondents' in this study were dissatisfied with their schools' location in rural areas where there is poor infrastructure. When it rains, most roads to schools become impassable, making teachers to walk to schools. The schools also have no staff houses to accommodate the teachers. In this study, the research was done in public day secondary schools, where by random sampling was used to generate the sample of the study. However, in the current study, the focus was in the special public primary schools for the hearing impairment in Kakamega County. Saturated sampling was used to select all the teachers in the four special schools. Multiple case study design and qualitative research approach were used in this study. Data analysis shall be done using the thematic analysis.

### **3.0. Research Methodology**

#### **3.1. Research Design**

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

#### **3.2. Location of the study**

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

#### **3.3. Target Population**

In this study, four special primary schools for the HI in Kakamega County were used to generate the target population. The population consisted of four headteachers, four deputy headteachers, forty-seven classroom teachers and three

curriculum support officers for special needs drawn from each of the subcounty where the special schools for the HI are located. The target population was 58.

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

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

### **3.5. Research Instrument**

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

### **3.6. Trustworthiness of Qualitative Data**

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

### **3.7. Data Analysis**

The data were reflectively analyzed starting from the time they were collected while still in the field (Creswell, 2009). Thematic analysis was then done on the data.

### **3.8. Ethical Considerations**

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

## **4.0. RESULTS AND DISCUSSIONS**

The study investigated the influence of working conditions on Special Needs Educators' Job Satisfaction in Special Schools for the Learners with Hearing Impairment. The themes that emerged were working environment, workload, adequacy and utilization of teaching and learning resources, delocalization and security and safety.

### **4.1. Workload of the teachers**

The workload was discussed from three perspectives: One was from the perspective of the number of lessons a teacher ought to have per week, then the second work load aspect was in the perspective of the teacher student ratio and the last aspect was on the perspective of the design of the curriculum in respect to learners with hearing impairments. Most of the informants expressed the challenges they have with the workload.

On the number of the lessons they teach per week, the special educators raised the concern of the many extra lessons they have. During the focus group discussions, they noted:

*We are very few teachers and therefore you have to teach from class 1 to class 8 and sometimes, time may not allow because the lower primary have their own time and the upper primary their time is different as well. So, sometime you find yourself interfering with another persons' lesson because now you have to finish your lesson and go to the other side, you have not finished. Somebody else is coming (FGD 1)*

The headteachers also noted that the teaching workload is high on the teachers. One of them reported:

*We have the biggest workload ever, actually to be specific, having 8 streams we need to have at least 9 teachers employed by TSC, but we are 7, including the Headteacher. This impacts on the working of the teachers so much. There is lower attainment of academic achievement. There is also despair-saying this is too much I can't do that. Then that aspect of psychological stress sets in. Because of that, some attempt to seek for transfer to other schools having better staff establishment like the high schools. That even now makes the situation worse here. (HT1)*

One of the deputyheadteachers also noted:

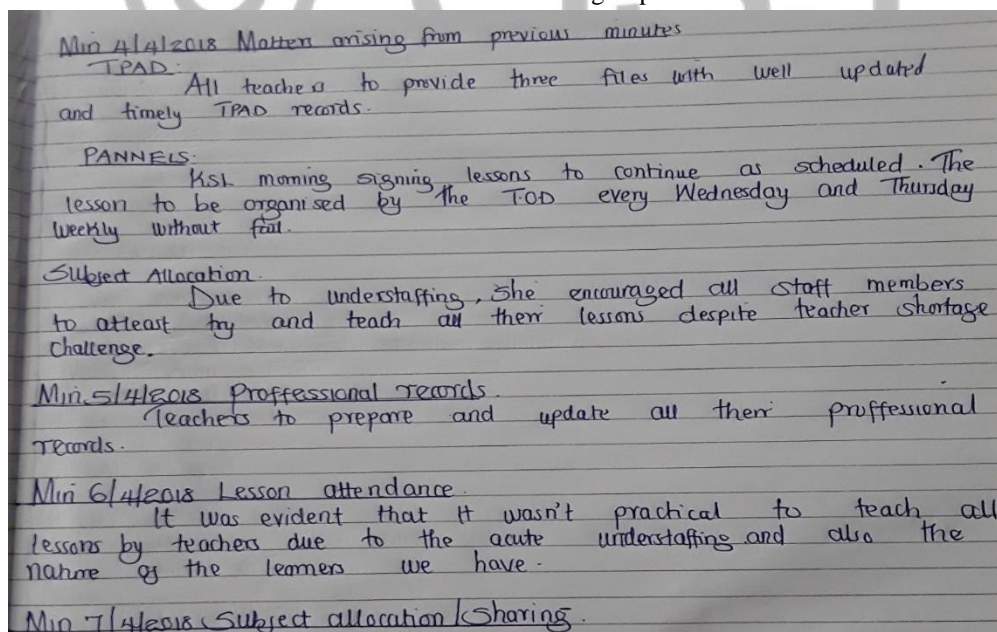
*Our school is seriously understaffed. In the primary section, we are only 5, while we have six classes, then we also have ECDE class which has 2 teachers, with an enrollment of about 12 learners. So, you realize out of that, we are understaffed. So, in a week, for example, one teacher has about 46 lessons, that is totally unattainable... The workload is just too much. It also translates to outside class activities like games and sports because the teacher is in class from the first lesson in the morning at 8:20am, the very teacher will continue being in class up to 3:10pm when there is the last lesson.... It also affects the co-curricular activities. By the time it reaches 3:10pm, the teachers are exhausted. (DHT2).*

One of the headteachers and the curriculum support officer also shared the sentiments on the teachers' workload. They said:

*The workload is on the higher side because the ratio is supposed to be 1:12, but the situation in the school, is such that the ratio is 1:24 in some classes 1:23 and 1:28 in other classes. This is above the specification of the ministry. So, we have exceeded, this affects the teachers working hence leading to decreased production. (HT4), (CSO 2)*

From the interview excerpts above, it can be seen how the special needs educators in the special schools for the learners with hearing impairment have a high workload in terms of the lessons. While the Teachers' Service Commission recommends a workload of up to 35 lessons per week which translates to 21 working hours per week, some of the special educators do teach as high as 46 lessons per week which translates to 27 working hours per week which is basically unattainable.

Figure 4.1 showing the teacher's staff meeting in which the agenda of the workload was deliberated. From the minute's agenda 4 and 5, the special educators raised the concern on the number of the lessons that they are supposed to teach. It was clearly recorded that it was not practical to attend to all the lessons allocated for each teacher. Teachers also noted that the learners with hearing impairment do have a low internalization scope hence making it challenging for the teachers to attend to all their lessons. This poses a big challenge to the teachers considering the need to meet the different individual needs and interests of each learner with hearing impairment.



**Figure 4.1. Staff Minutes with deliberation on unattainable workload**

Because of the excess lessons that the special educators have, they noted that they get stressed up, and thereafter, cannot perform well in their work. They further noted that this demotivates them and some of them always opt out of the profession if they get any opportunity to do so. These findings are however contradictory to the findings of the



study by Chughati & Perveen (2013) on teachers' workload and job satisfaction in public and private schools at secondary level in Lahore City Pakistan. The results showed that Overall government school teachers are more flexible and satisfied with their working hours and working conditions. However, these findings agree with a study that had been conducted by Aketch & Simatwa (2010) which reported that the heavy workload for the teachers due to understaffing is one of the major challenges that teachers face hence leading to their job dissatisfaction. These findings also agree with the findings of Nyangaya (2015) who analyzed the factors influencing job satisfaction in Public Primary schools in Kayole- Embakasi subcounty Kenya. These findings also agree with the findings of the study by Kinyua (2014) who assessed the determinants of job satisfaction among teachers of learners with special needs in education in Integrated public primary schools in Kirinyaga Kenya. The study indicated that workload influence the job satisfaction of the special educators in the integrated schools for the learners with special needs. From the studies, it is clear that the special educators are teaching more than the recommended number of lessons of 35 per week. The special educators are teaching as high as 45 lessons. This puts pressure on them and therefore it automatically means they will not deliver of what they are required. The special needs educators may end up in stress and burnt out. This may consequently lead to poor performance of the learners with hearing impairment in the national examinations. On the design of the syllabus, majority of the special educators expressed the difficulties they experience in content delivery due to the complexity of the language. They informed:

*The technicalities involved in the concept delivery among the deaf is so much different and complicated. The ministry might have said that the workload per week should be 35 lessons just as the other regular classes, but you know when a regular teacher talks one sentence, here you have just signed one word, yet the content you are teaching is the same. So actually, you strain to meet the set standards, such that by the end of the year, you are not through with the syllabus and yet the ministry says no repeating the classes, they will do the same KCPE examinations. (FGD 1)*

Another teacher in a different focus group discussion noted:

*It takes us a lot of time to explain a concept to the children. The language we use of Kenyan Sign Language has very little vocabulary. Because these children are using the same curriculum as the regular schools, it becomes very difficult when you come across a word that does not have the sign. You struggle to make the child understand the word, without the sign, the child will rely on fingerspelling. When the child meets the word in the exam, even the spelling alone, he had forgotten. The child will spell the word by looking at it, but will not be able to explain the meaning of the word. You keep struggling to make the child understand. (FGD5).*

One of the deputyheadteachers who teaches Grade III also noted:

*The content is the challenge, compared to the child's internalization ability. We use the same syllabus as the regular students, and to prove that, I borrowed these books from the sister regular school here that I am now using. But here they understand slowly. This book has 166 pages and I am not ashamed to say I am on page 47 and this is week 9 of 2<sup>nd</sup> term. When you want to move, you realize most or all of the learners have not understood. So, you have to repeat the lesson, do you just move on to please yourself (DHT 3)*

Figure 4.2 shows a case of two students in Grade III. One scored everything yet the other one had difficult in all the test items. The special Educator who was teaching such a class has to redo the lesson for the sake of the learner who do not understand the concepts faster, which according to the special educators interviewed are usually the majority

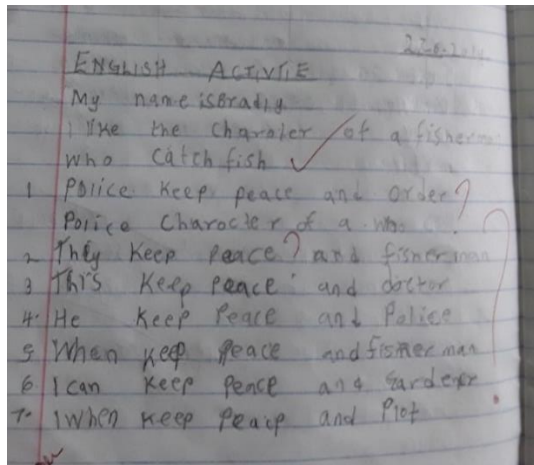


Figure 4.2 a

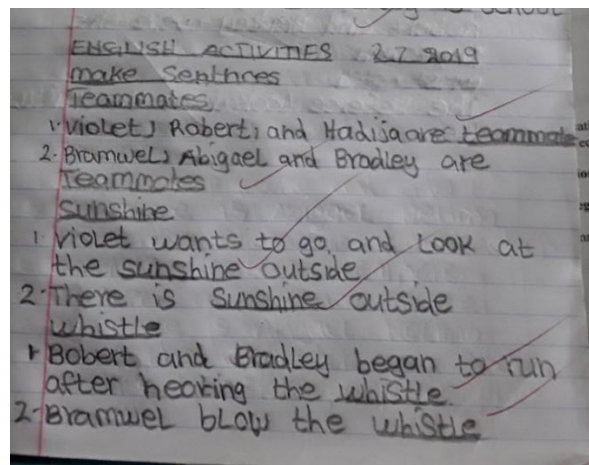


Figure 4.2 b

Figure 4.2. Disparity in the ways in which the Learners with HI can comprehend a concept.

For this case, the teacher may have to redo the lesson for the learners who haven't understood the concept. Learners with hearing impairment do have challenges with the communication. The special educators in the schools for the HI use the same curriculum and syllabus as those used in the regular and the learners do the same exam at the same time. The special educators expressed that this makes it challenging for them to finish the syllabus within the stipulated period.

Another teacher noted:

*In teaching the deaf, you toil a lot, you draw a lot, but not a lot is achieved. In terms of academics, the learners score very low marks, it is not commensurate to the efforts we put in, I have to wake up early in the morning, teaching the whole day, but when you test the learners, you find that the performance is very low- they may all score 0%. Most of the learners depend on guess work. Things to do with validity and reliability are not applicable here, because you can test a concept and the moment you just make a slight twist in the language, the child who got it before will not get it. A child gets a question, and if you bring back the same question after a few days the learner will not get that same question again. This make us feel demoralized so much with the work. (FGD 2)*

The special educators have a high workload in their working stations. These findings are in contrast to the findings of the study conducted by Jenna-Marie (2008) on the effect of class size on a teacher's job satisfaction in a southeastern urban lea – Carolina. The study indicated that there is no significant relationship between the workload and the teacher job satisfaction. The findings from the current study will have an implication for the special education stakeholders to establish the relationship between the workload and the job satisfaction among the special educators.

## 4.2. Working Environment

Teachers are always concerned about their working environment. The working environment was discussed from the perspectives of administration of the school, colleagues, parents' influence, learners' discipline and the physical facilities within the school. The study informants expressed their discomfort with the environment within which they work. Even the schools where there were enough classrooms for the learners, teachers were not happy with the places where they were seating.

### 4.2.1. Administration

Administration was looked at from the way the Headteacher, Deputy Headteachers, Senior Teacher and the Board of Management do work with the teachers. The programs that they have in the school that helps facilitate the working of the teachers in the school. The type of leadership adopted by the given administration also determined the working environment within which the teachers would operate. The approach in which the headteachers implemented or

executed the instructions from the TSC and the Ministry of Education also influenced the environment created in the school.

One of the teachers reported:

*There are some bias when it comes to departments. Teachers are not given letters; you are given a department without portfolio. You are told you are in charge of club like cultural club, but there is an administrator who is permanently attached there who now does everything, if you train the children, take them for competition, but when it comes to fringe benefits it is this administrator who will take the lions share, yet it was you the teacher who did everything. (FGD 2)*

In another Focus Group Discussion, one of the Special Educators stated:

*In most of our schools around, many of the school heads have adopted autocratic type of leadership whereby you are threatened if you do any simple mistake, you are written letters, show cause why and so on. This makes us feel demoralized. Most of the administrators have taken the schools to be their personal properties, where their words are always final, they don't give room to other members of staff to contribute about what happens in the schools (FGD 3)*

The special educators are not satisfied with the administration approaches that is employed in the special schools for the HI. These findings are in contrast with the findings of the study conducted by Kituto (2011) on the factors that influence job satisfaction among teaching staff in large public secondary schools in Nairobi County Kenya. The study established that the school leadership provided conducive environment for the teachers, which was a source of motivation for the teachers. The findings from this study differs with the study by Nyiha (2015) who analyzed the influence of principal's leadership styles on teacher job satisfaction in public secondary schools in Kiambu Subcounty Kenya. The study established that the principals' practice transformational leadership by giving encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members. On administration and supervision issues of concern to teachers included job appraisal practices employed by principals. While the two studies differ with the current study on the influence of the administration on the teacher job satisfaction, the administrators in the special schools for the HI need to find out the modalities of engaging the special educators within their schools so as to be able to maintain an amicable relationship and hence satisfaction. If this is not implemented, then the impact may spill over to the work that they do of teaching the learners with hearing impairment, hence affecting the performance of the learners in schools.

#### **4.2.2. Colleagues**

A number of informants expressed the way the colleagues contribute to their working environment. Some noted that the colleagues make their working environment uncomfortable. But other acknowledged that colleagues are very important in everyday activities in the school. They noted that their colleagues provided a good and friendly environment within which they worked. The administrators also noted the concern where the teachers make them uncomfortable from the way they react to them. One of the headteachers noted:

*Regular school is better than special because, in the regular school, the teachers are many and are not that difficult as teachers in the special schools. Most of the teachers in the special schools are "rude" the way I can rate. I think they are just special in many ways. Some of the teachers, let's say when they join special needs education, at times, it takes long for them to get used to the kind of children we have here, you find the teacher gets annoyed, feels like hitting the child, and that is very dangerous. So, I have to get in and talk to the teacher and the child as well, but still, some teachers do not listen (HT 2).*

Another teacher also observed:

*We have no problem with colleagues. We work together well. There is harmony and we respect each other. If there is any problem, we support each other. I have not seen any struggles among the teachers, we can share together. (FGD 4,5,1)*

It was concluded that there is a good working relation between the teachers as compared to the administration and the teachers. The teachers provide a conducive working environment for the colleague teachers but there is a struggle

between the teachers and the administrators on the modalities of doing things in the school. This creates an environment which is not conducive for all to work. These findings agree with the findings of the study by Kinyua (2014) who assessed the determinants of job satisfaction among teachers of learners with special needs in education in Integrated public primary schools in Kirinyaga Kenya. The study indicated that colleagues influence the job satisfaction of the special educators in the integrated schools for the learners with special needs. The two studies agree on the role that the colleagues of teachers play towards one another working. Therefore, the special schools' administrators should cultivate peace and unity among the teachers and teamwork. This will in consequence lead to high academic performance of the learners.

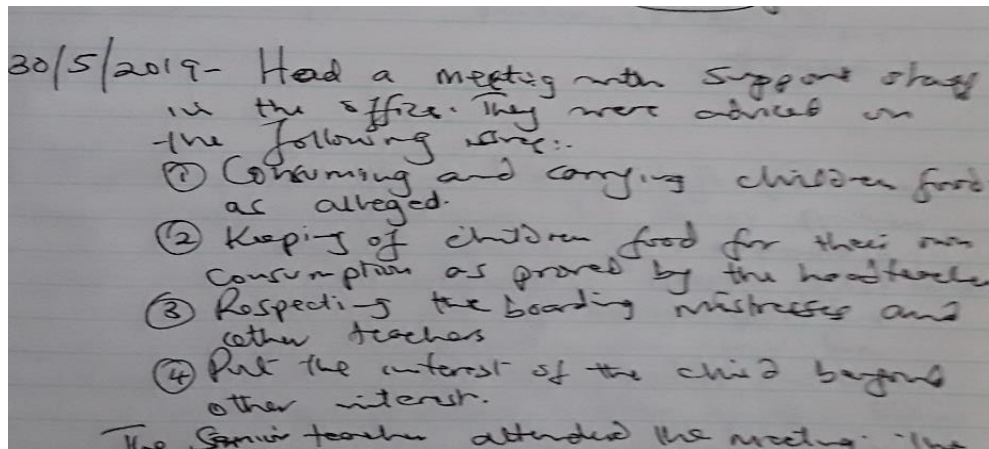
#### 4.2.3. Parents' influence

Parents have a great role they play in the education of their children. In the education of the learners with hearing impairment, the parents' role appears to be unclear. Most of the parents having children with hearing impairment seems to give priority to the non-disabled ones first. The role that the parents are expected to deliver in response to the education of their children with hearing impairment also influences the teachers' working. Teachers raised their concern over the inability and unwillingness of the parents to provide the students with hearing impairment.

*Most of the parents don't give basic needs to these children. They have left the burden to the school. First, they overstay with children at home, some of them a whole term, you are forced to go and pick the child from home when the school open. Even when we close, they don't come for the children. You have to take them home. If one brings the child to school, A parent will come with the child and leaves them at the school gate without anything. Or give the boda-boda person to drop the child there. The child will start disturbing you every morning when you come to class. Immediately you enter the class, you want to teach mathematics, they start, soap zero, tissue paper finish, oil nothing, how will you teach then? If you ignore, they start writing on the papers, they think you have not understood. We have to go back again to that small salary and provide for these children. So, we start having negative attitudes towards the parents. This affects our working so much (FGD 1)*

*A school like this which is in the village, some board members come from within, so they feel they own the school. The board chair is from the church here. Most of us are strangers, we don't come from within. So, as you are teaching, people outside are just pointing fingers, when they see some donations, they feel they should also come and take. They feel teachers (who are strangers) are the ones benefiting from the school. That demotivates us so much. The support staffs are gotten from within, then they are told; You know this is our school, ensure you take good care of our school well. These teachers are strangers, they will go and you will remain here. So, they also come here and they know, this school is truly theirs. So, they will undermine you, when they are given instructions, they don't adhere to. So, they come here anytime, day or night demanding water. Saying this is our school- whether that is the only water for children remaining especially in dry seasons. (FGD 4)*

It was concluded that the environment created by the parents and other community members within the special schools for the learners with hearing-impairment influences the way special educators in these schools' work. The special educators are not satisfied with the way parents play their role towards their children with hearing impairment. Parents tend to fail to provide the necessary needs to the children hence transferring the burden to the teacher. Some parents also do not respect the teachers, look down upon the teachers hence interfere with the working of the special educators in the schools. This moves on to the support staff who do not respect the teachers like the one in charge of boarding whom they ought to work with, they disregard and look down upon the teachers in the school. This lowers the morale of the teachers hence demotivating. A document obtained from the Document analysis guide indeed, confirms having had a meeting with the support staff and cautioned them against disrespecting the teachers. Figure 4.3 shows a section of the logo book, a day when the headteacher had a meeting with all the non-teaching staff meeting. Among the things that they were cautioned against is disrespecting the teachers and not adhering to their instructions.



**Fig. 4.3 A Section of the Logo Book on the meeting with support staff**

These findings are in agreement with Okemwa (2013) who reported that workers in low paid jobs who experience disrespect and racism, always complain about the disrespect than their low pay. These findings also agree with the findings of Ilahuyah (2014) who investigated the determinants of teachers' job satisfaction in public secondary schools in Sabatia District Vihiga County. The study reported that the community around the school looked down on teachers, while local politicians seemed not to care for teachers' welfare by dragging politics into the running of the schools. This led to the demoralization of the teachers in the school hence demotivation.

#### **4.2.4. Learners' Discipline**

The discipline of the learners in the school can also influence the environment within which the teachers operate. In cases where the learners are so indisciplined, it may be causing stress for the teachers as they would involve in a lot of cases where they are solving the indiscipline cases. This wastes the time of the teacher and lowering the effectiveness of the teachers.

One of the teachers who was hearing impaired noted:

*When a teacher is on duty and the learners know the teacher doesn't know sign language well, they'll always know there is a problem there. So, they will use that opportunity to engage in some behaviors which is not good. They will keep on changing goal posts and that leads to indiscipline cases. This really makes the teacher on duty tiresome and discouraged. The teacher is converted into being more of a police officer. Any indiscipline case leads to poor performance academically. If we also allow them to be indisciplined, there will be a possibility of strike and the school will be burned down and once that happens, teachers will be in a problem. (FGD 2)*

These findings agree with the findings of Masekoameng (2010) who analyzed the impact of disciplinary problems on educator morale in secondary schools and implications for management in South Africa. The study established that there indeed existed disciplinary problems in the schools. These problems were caused by factors relating to the learners. The impact of a lack of discipline on educator morale included anger, irritability, tiredness, loss of control, and expressing the wish to leave the teaching profession. These findings also agree with the findings of the study which had been done by Ekuwam (2014) on determinants of job satisfaction among teachers in public primary schools in Turkana West Subcounty. The study showed that students' behavior affected the teacher job satisfaction to a large extent. The discipline of the learners will have an implication on the special educator job satisfaction in that they may make the teacher to be demoralized or be encouraged to attend to them.

#### 4.2.5. Physical Facilities

It was noted that most of the special schools for the learners with HI in Kakamega county do not have adequate classes for the teaching. Therefore, most of the schools have several classes being hosted in one hall. This was not good to many of the teachers. They stated:

*You see, we don't have enough classes, there is sharing of the classes. This demoralizes us so much. Maybe you are teaching and there comes a child from the other class, wants to go out to the toilet, just passing there, then the whole class is distracted. You have to wait for all of them to get out or to settle down first, this disturbs the lesson so much, and you see their movements is usually sluggish. They walk as they pull their legs on the ground, we don't know why. So, they attract the attention of each and every person, and the interference is a lot. (FGD 1)*

In another focus group discussion, teacher also noted:

*Up to now, we don't have a staffroom where we can sit and plan for our lessons. So, seating place is a problem. What we have is a multipurpose hall, that includes ECDE together with PPI, PPII and PPIII. There is no division in that hall. So, there is a lot of distractions. Maybe the other class is singing, they may not concentrate given that their eyes are their ears, so if something happens, they have to turn and see. As they turn, they cannot look at you. Even you as the teacher, sometimes you are carried away by the activities in the other class, you find yourself commenting on something in the other classes when you are supposed to be in your own class. When I am teaching, somebody comments on you, when they see something in a phone they shout, you also want to see, you jump there, so there is a lot of interruptions, and that reduces the effectiveness of the teacher. When we have a guest visitor and we want to converge together we carry our chairs and sit there in that same hall. It is not favourable working there. This is so bad, yet at this time, as teachers, each one of us should have their own desk, chair, computer and even internet connections. That is just a dream to us. (FGD5).*

It was clear that there are several challenges with the physical facilities in the primary schools for learners with hearing impairment in Kakamega County. The special educators are not comfortable with the facilities within which they are working in. There is a concern over the availability of the adequate classes, chairs and desks for the teachers, offices among the other required amenities that are necessary for the efficient and effective working of the teacher. This finding is in agreement with Williams (2004) who reported that for the work to be done effectively, it needs to be done under favourable conditions hence an enabling environment to perform and produce the desired results.

Kinyua (2004) also reported that the physical facilities in the school is one of the factors that determine job dissatisfaction among the teachers. These findings also agree with Kyongo (2006) who reported that the teachers would feel satisfied in their job if they are working in a clear and orderly workplace, with adequate tools and equipment. Kyongo adds that if working conditions are not conducive, then the hardworking employees who can find jobs elsewhere leave while the mediocre employees would stay. They noted that complaints about the sharing of the classes and the interruptions is an indicator of their dissatisfaction with the environment where they are teaching. These findings further agree with Ololube (2006) who reported that poor resources for teaching and learning and poor facilities at the work place lead to tension and stress among the employees.

On the findings of the offices, they agree with Otube (2004) who reported that teachers value physical surroundings that are safe, comfortable, close to home, offer cleanliness, adequate tools and equipment and buildings that are in good condition. The findings further agree with Msuya (2016) who reported that teachers in most offices were sharing the available office furniture. Some offices were lacking computers, printers and internet connections which are primary facilities for teachers to pursue their daily activities. In addition, these findings also agree with other studies (Nyakundi 2012, Muthoni 2014, Nyange 2013, Mwenda 2015, Nyagaya 2015, Orwa 2015 and Ilahuyah 2014) who all reported that working conditions have a direct influence on the teachers' job satisfaction. They further reported, from their studies that teachers were dissatisfied with the working environment with which they operated.

### 4.3. Adequacy and utilization of the teaching and learning resources

It was reported that the schools do have some teaching learning resources. However, the resources are not always readily available and therefore, the teachers have to struggle and improvise their own teaching aids. In addition, teachers do have problems with where to store the teaching aids. The government has tried to supply the books in the schools and the administrators appreciate the initiative the government is taking. Some of the informants reported:

*Classes are enough but the digital; resources are not there. We are embracing the digital world, but soon we are left out. So if we can have some projectors, you see, we are not in the world when people write using chalk, it is white board and mark pens, so that you teach and leave the class clean, but here comes a case that you teach and leave the class dirty, teaching and learning resources should be improved in terms of modernity. (FGD 2)*

*Teaching aids, like those teaching English, this time we are supposed to use flip charts, felt pens. Those things are supposed to be there always. But you find that we don't have money for them because they scrapped off account 1 where we were being given money to buy stationery, books for learners, now we are finding it very difficult. Some teachers come to the office and demand some things which we have no source of money for. When you try to explain to them, they say you are sitting on school money, which is not the case. When you check on this allocation for funding, there is no money for stationeries. If we waiver from another account, we may only get enough to buy like dusty chalks, but they demand for dustless ones. Again, the allocation is so small, considering the very small number of the students we have, the amount the government gives us is too small to manage the school, like in our case we have only 55 learners (HT 2)*

It is clear how the special educators complain of the inadequate teaching and learning resources that they have in their special schools for the learners with hearing impairment. These findings confirm that of Kinyua (2004) who reported that teaching and learning resources do influence the job satisfaction of the teachers.

From the Document Analysis Guide, it was found that the capitation from the government is based on the number of the students in school and there is only one account referred to as “account 2.” Figure 4.5 shows the distribution of the disbursement from the government. From figure 4.4, one can tell that the amount allocated against each votehead will only be effective if the school has a large number of students. This is not the case for special schools.

S.No	Vote Heads	Amount (KSh)
1	Support Staff Wages (SSW)	56.5
2	Repair, Maintenance and improvement (R.M.I) of physical facilities	31.6
3	Activity	23.45
4	Local Transport and Travelling (LT&T)	13.31
5	Electricity, Water and Conservancy (EWC)	18.96
6	Telephone/Box Rental/Postage	3.02
7	Environment & Sanitation	15.73
8	Capacity Building & Meetings (BOM)	28.23
9	Contingencies (including Sanitary Towels))	4.84
10	Science & Applied Technology	6.45
11	ICT infrastructure Materials	4.44
	TOTAL	206.70

All Head teachers shall ensure that information on receipt of capitation grant is displayed on the school notice boards and the budget tabled in Board of Management (BOM) meetings

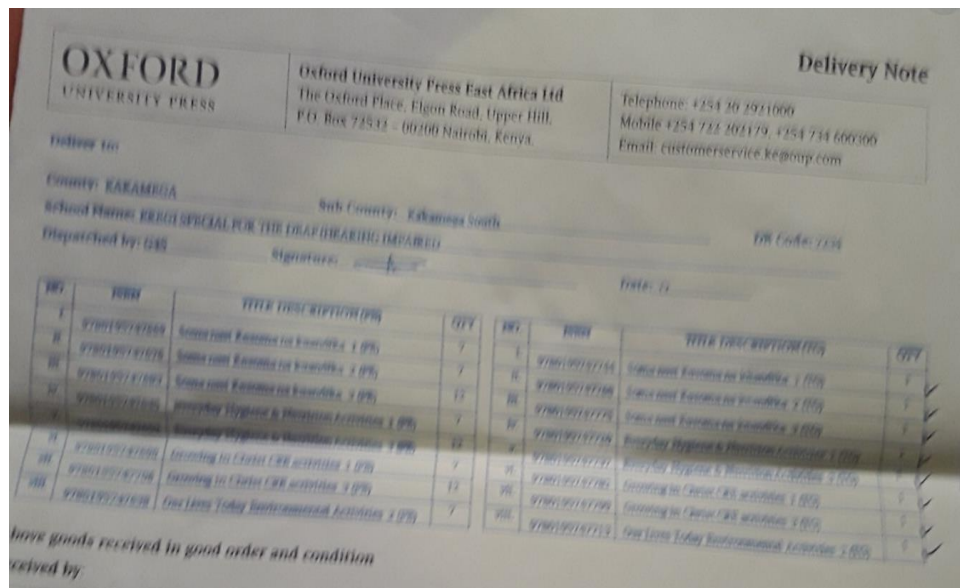
**Figure 4.4: Disbursement of the government capitation – Account 2**

For the textbooks in classes, most of the informants acknowledged that the government has tried and there are adequate books for use in class. However, some noted that the books are old. They informed:

*Teaching and learning resources we have managed to get sizeable, although we still have a few- but we do not have enough, like every class need to have Kenyan Sign Language dictionary, but we have*

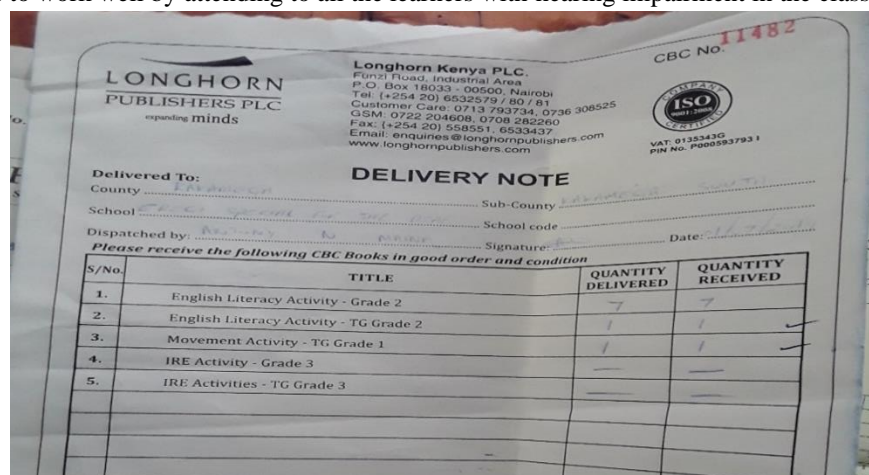
*managed to buy a few, Manilla papers also we have. The area of text books we have enough. We also have computer and printer. If one wants to print anything, for the learners, they can do that (HT 3) Text books are adequate compared to the numbers that we have in classes. The government has now started bringing books, like yesterday I went for books (HT 2)*

It can be concluded that the government do bring text books in the schools for use by the learners. Apart from the challenge that the new program of CBC has experienced, the government has had initiative to provide text books in class for both the teachers and the learners. This, to some extent, provide a good environment for the teachers to conduct their lessons well. From the document analysis guide, figure 4.5 indicated the books which had been received by the school. This is a true record of what the teachers had mentioned that there are adequate number of books in the schools.



**Figure 4.5a. Acquisition of the Teaching and Learning resources in school**

Considering the lower number of the students in the classes in the special schools for the hearing impaired compared to the regular school, one can easily say that the books available versus the student ratio is fair. This will enable the special educators to work well by attending to all the learners with hearing impairment in the classes.



**Figure. 4.5b. Acquisition of the Teaching and Learning resources in school**

Many of the informants indicated that there is a challenge of storage to the teaching and learning aids that they prepare. The challenge is also hastened by the fact that most of the rooms in the school host more than one class. One of the teachers stated:



*Teaching aids, we make the charts, we have tried to improvise the materials. We had made our own local way of making them, but children get access to them and destroy them. We are also shot of classrooms, so sometimes we lack space to store or hang them to remain permanently in class. (FGD5).*

*The resources are not utilized well by the teachers. The Special Needs Educators have not been keen on the digital learning machines. They were issued by the government way back in 2015, teachers have not been keen to use them because themselves are not ICT compliant. So, the machines are lying idle in the lab, they are not being used. (DHT 2).*

It can clearly be concluded that special educators are not satisfied with the classes where they teach the learners. By the fact that one room hosting various classes, it makes them uncomfortable as it stretches again to the difficult, they have in keeping the teaching aids that they make. From these studies, it would be prudent for the school administrators to ensure that teachers have enough and adequate teaching and learning resources for use in classroom teaching. The availability of these resources will not only facilitate effective teaching and learning, but will also give the teacher ample time with the work. Consequently, the learners will benefit much as they understand the concepts hence improved academic performance.

#### **4.4. Security and safety of the Special Needs Educators**

The security of the Special Needs Educators was analyzed in two aspects: the job security, then their security while at work station and how they may contribute to their job satisfaction. All the respondents accepted to have job security. However, on their security while at the work station, a number of the teachers had issues. In one of the Focus Group Discussion, one teacher stated:

*The school is not safe, right from the environment which is not disability friendly. The ground is not flat and there are many potholes. The fence has been broken down. There is security problem, there is a bull which enters here- a very big bull. You know, this place is for bull fighters, so the bull is actually causing a threat to us and the learners. We don't have the fence, that is why the bull enters the school compound. The owner of the bull is not concerned. We do not have a watchman at the gate, anyone can come in at any time the way they want, if it is a mad man, you'll just see him entering the office or the class, and you see our school is in town and just near the road(FGD4).*

Another teacher also noted:

*When you talk about security and safety at school, we are just at the mercies of God, because sometimes you are conducting a PE lesson in the field, then a madman emerges from the other end or through the gate, because it is not lockable. It has happened even at night when children are watching the TV programs down there and a stranger just walks into the school, we have no fence. The landscape here is not secure for somebody using wheelchair or one who is visually impaired. A teacher who comes in here on a wheelchair and finds the situation the way it is, cannot work here. How will you go to class and come back (FGD 4)*

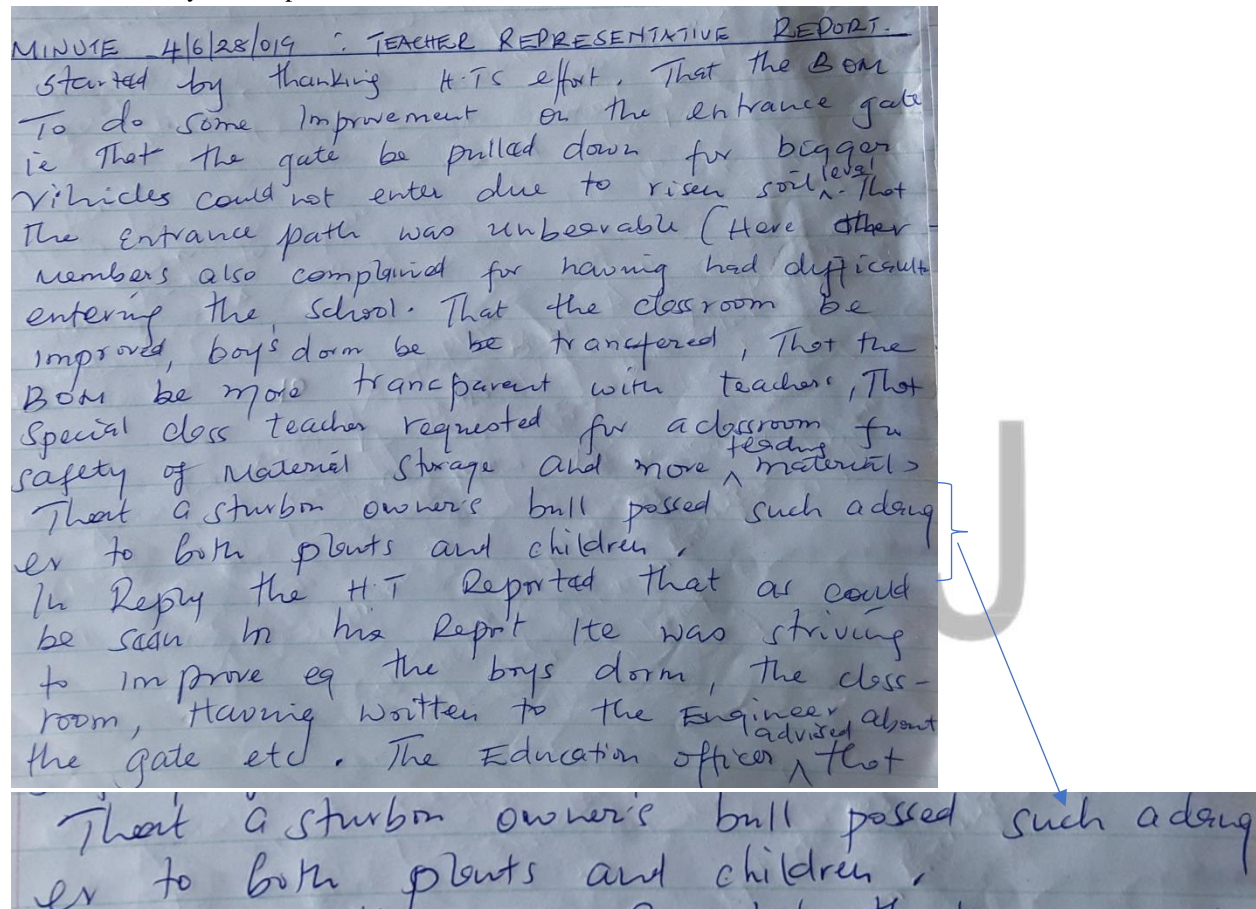
However, some of the informants were okay with the safety at their work places. In one of the focus group discussions, one of the teachers stated:

*Security is okay, problem zero. We have security officer, then the fence. The once we are in school, this is a government institution, therefore, no one can come and pick me from this place, unless it is part of the government. So, we are safe. (FGD 2)*

One of the Curriculum Support Officers also noted:

*Most of our special schools have a fence, a wall and at the reception at the gate, we have at least guards during the day and during the night. But those who stay in our subcounty have never had any issues with security. In fact, people respect our teachers so much. With the job security, they are secure unless they go against the TSC code of conducts and regulations, again, even TSC does not understand special education, so even they don't know how can write a report about an SNE teacher, they have to call us first before they do anything with an SNE teacher. (CSO 3)*

Special Needs Educators for the Learners with hearing impairment do not have any problem with their job security. Some are also satisfied with the security while at the work station. However, there are some other issues that pose some dangers to them while at their work places. Figure 4.6 shows the deliberation of the Board of Management of the school over the insecurity posed by the bull. Since the school is located within the region where the community embraces bull fighting, there is a neighbor around the school with a fierce bull. He is not so much concerned about the bull, and so the bull finds its way into the school compound and given that the bull is viscous, it poses great danger, not only to the students but to the teachers as well. This, to some extent can demoralize the teachers. Everybody would want to work in an environment where they consider safe without any risks. This is a serious case and the Board of Management of the School had also deliberated on the issue, this means the management of the school is concerned about the security of the special educators in the school as well as the learners.



**Figure 4.6. Board of Management deliberation on the security**

Kyongo (2006) asserted that the surrounding in which people work should not be that which possess a threat to the workers lives, when that is the case, then the employer should ensure that there are safety measures put in place to ensure that the hostile condition is tamed. The Board of Management in the school where the bull is causing terror to the teachers should move with speed and ensure that the fence is restored to keep the bull out of reach from the school premises. These findings further agree with the findings of the study by Kinyua (2014) who assessed the determinants of job satisfaction among teachers of learners with special needs in Integrated public primary schools in Kirinyaga Kenya. The study indicated that job security influences the job satisfaction of the special educators in the integrated schools for the learners with special needs. These findings further agree with the findings of the study which was conducted by Ekuwam (2014) on determinants of job satisfaction among teachers in public primary schools in Turkana West Subcounty. The study showed that teacher security influenced the teacher job satisfaction to a large extent

#### 4.5. Location of the school

It was noted that some special schools for the HI do share their compound with the regular schools. The programs mostly for the co-curricular activities is not the same for the special schools and the regular schools. This tends to interfere with the special schools whenever the regular school with which they share the playground is hosting the games and the classrooms for the special school for the HI are near the playgrounds. One of the teachers stated:

*Like we can be here trying to go on with our lessons, then the regulars are going on with their games and spots and other activities with all other schools here, we are forced to release our students as well. You see they are deaf, and their eyes is everything. They are not hearing so anything they can see attracts their attention so much. The learners you are having in class cannot concentrate, so you will just tell them to go. That is not right, but we are forced to adjust and bear with the situation. It really wastes our time, and more so when the school hosts the games several times in the term's series. (FGD 1)*

It was concluded that the location where the special school is can cause some discomfort to the teachers. There is need to have every special school with its own compound. This will help in ensuring that the teachers work well and comfortably without having any interference from the external programs of other institutions.

#### 4.6. Delocalization

Some informants expressed their discomfort with the government policy on delocalization. In the focus group discussion, one of the teachers stated:

*Because you are moved away from your home, so you have to rent a house and maybe the place you have rented you also have to travel to the school. So, again the commuter is added. It is something that is causing some state of unrest because sometimes weekend, I must also go home, but while there, you are just worried, how is the school going on. In case of something bad, they'll ask you. If you were around, that same day you visit the school and come back home (HT 3)*

Two headteachers noted:

*In fact, for me, it has affected me, because you find that every time, I'm at home, then I would go and assist the learners because learners with special needs need extra work at times. If you don't catch up, you will need to organize time and catch up. That opportunity now to me it is not there. But if it is a weekend, I think I'm going home, I must have time at home. I don't think of my learners. This affects my work satisfaction because I believe especially these learners with HI, they need a lot of consistence. Teaching them in small chunks, then they improve (HT 3)*

*I am very much worried, because of this government policy now whereby they can transfer you any time to any place. That makes me worried even when I'm called at the Director's office, I feel I am being taken to a place I don't know (HT 1).*

It is clear how the headteachers are worried with the whole idea of delocalization. They are kept in a state of unrest and worrying every time. They indicated, especially the headteachers, that they are not happy with the delocalization practice. This impacts negatively on their working hence job dissatisfaction.

### 5.0. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary of Findings

The study investigated the influence of working conditions on Special Needs Educators' Job Satisfaction in Special Schools for the Learners with Hearing Impairment. The themes that emerged were working environment, workload, adequacy and utilization of teaching and learning resources, delocalization and security and safety

#### 5.2 Conclusion of the findings

The study concluded that many of the special educators were not satisfied with the working conditions that the schools had. The workload for the special educators in some schools was unattainable. Some schools had teachers taking as many as 46 lessons per week. Generally, the teacher to student ratio in the county was above the recommendations

of the ministry of 1:12. Special educators were dissatisfied with the content of the curriculum that was offered to learners with hearing impairment. Teachers also reported dissatisfaction with delocalization, roles that the parents played and physical facilities available in the schools. However, all the special educators acknowledged that they had good job security.

### 5.3 Recommendations

The Boards of Management should ensure that the environment with which special educators work is comfortable and not hostile. The hostile conditions should be tamed. Adequate teaching and learning materials should be provided. The school management should be innovative enough to source for funds from the community, NGOs and business organization to procure needed materials. The government through The Ministry of Education, should ensure that there are adequate teaching and learning facilities in public schools.

### 5.4 Suggestions for further research

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

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