



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

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ABSTRACT

Job satisfaction is one of the most widely used variables to gauge work performance in organizations. It is an employee's attitudinal response to his or her organization, thus as with all attitudes the relationship between satisfaction and behavior, most specifically job performance is evaluated. It has been observed that quality passes among teacher trainees in Public Teacher Training Colleges in the country has been on the decline. The recent data reveals that out of 12,438 candidates who sat Primary Teacher Education examinations in 2017, only 5 candidates scored distinctions, 4992 had credit, 886 had pass, 5739 failed while 13 had their results cancelled. Furthermore performance among Teacher Trainees has been noted to be declining since 2014, as ranking as per college mean for Primary Teacher Education analysis 2016 results among the top 5 Primary Teachers Training Colleges indicated that there has been poor performance since 2014. The previous studies captured job satisfaction among primary and secondary school teachers and did not link job satisfaction with student's performance. It is from this view point that the current study was conducted with an intent to establish job satisfaction and performance among tutors in public primary teacher training colleges in Kenya. The objective of the study was to establish the influence of remuneration factors on job satisfaction and performance among tutors in public teacher training colleges in Kenya. A conceptual framework was used to show how dependent, independent and intervening variables interrelate to influence job satisfaction among tutors and how it impacts on trainees performance. The study established that remuneration of tutors had an influence on tutor's performance with a mean rating of 4.16 for salaries and CBA 2016. In conclusion the study established that remuneration factors had significant influence on job satisfaction and performance among tutors in public teacher training colleges. The study recommended that further research be done and extraneous variables not used during the present study be investigated. It further recommended that the findings of the study be used by college administrators, Ministry of Education, Kenya Institute of Curriculum Development and Teachers Service Commission to initiate and develop policies that could help and improve further job satisfaction and performance among tutors in the Kenya.

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INTRODUCTION

The training and deployment of Tutors in Public Primary Teacher Training Colleges or Diploma Teachers Colleges is usually the responsibility of the Ministry of Education and Teachers' Service Commission.

The country at the moment has about 23,000 primary schools with over 220,000 teachers. The number is supplemented by about 8500 secondary schools manned by almost 85,000 teachers, Ministry of Education (2013). Majority of these teachers in primary schools are P1 certificate holders trained at the 22 public primary teachers' training colleges besides some private colleges which have been established in the recent past. Furthermore the Diploma in Education holders are trained at

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

In England and Wales, for example, the teacher education system was organized in such a way that non graduates until late 1960's took only three years training course for a teaching certificate. However in 1972, the government accepted a recommendation by the James Committee of Inquiry into teacher education viz-avis improving Trainees performance, which passed that teaching profession must only be composed of graduates holding first degree or above by 1980, (Gitau, Ruantabagu & Makatiani, 1993). The report further recommended that academic qualifications for teacher trainers to range from post graduate to Doctorate level. This in essence reveals that job satisfaction among teachers in England and Wales at the present moment is rated high. In France the teacher training colleges are attached to the universities as the introduction of E'cole Unique facilitated the attachment of teachers in primary teacher colleges to the universities. The primary school teachers' colleges became part of the first circle, the secondary school teachers' training colleges became second circle while institutions training teachers at the aggregation level became part of the third circle of the university. This recommendation raised the requirement for entry into primary teacher education colleges but did not change their status. In France furthermore, there is evidence that the basic qualification for a secondary school teacher and college Tutor must be a university degree called License. However there is an additional requirement for one to teach at a college in France which entails an acquisition of a certificate called C.A.P.E. (Certifica d'Aptitude Professor and ant de I' Enseignement public du second degree). The roots of this program was contained in Lanevin plan where the need for professional preparations was emphasized. The candidates have to be 30 years and above and must possess a license from a university with the training course taking three years besides having passed an oral examination in the subjects one intend to teach.

The teacher trainers are actually those with post graduate and higher degrees. The findings of the studies on France education system tend to reveal that Tutors in France are satisfied with their jobs as Tutors because there is efficiency in staffing and motivation for the college tutors. There is also a mechanism put in place to encourage teachers to improve their academic qualification gearing them up for promotion (Vermon, Malison, 1995). In Russia very little research has been done on teacher education, and until mid 1960, Teacher education was generally provided in the 2 year Teacher Institute (Uchitel' Skill Institute) until in the mid 1970 a 5 year University Institute of Teacher Education Course was introduced where 60% of the instruction was spent on student teacher specialty and related subjects. The main objective of the Russian Teacher Education system was to give a lot of consideration in staffing special education and raise the tutors morale and motivation in order to retain them and control their turn over or transfers (Nicholas De Witt, 1999). These new reforms in Russian Education System enhanced job satisfaction among tutors and improved performance among Trainees. In USA teacher education provides one of the best examples of well managed system as by 1980s there was no longer shortage of teachers in USA. The teachers specialize in college or university both in a particular subject and in elementary or secondary education. The state awards certificates to the individuals on the basis of competency. The majority of the teacher educators hold Masters and Doctorate degrees (PhDs) depending on the areas of their specialization. The standard of American education is highly organized as the institution for teacher educators seek for highly qualified teaching staff as possible. The tutors on the other hand are highly motivated for example they are housed within the school compound, given special allowances and have an opportunity for accelerated promotion for those who demonstrate high quality performance in a relevance sphere as all these translate in to good results (James, 1993).

In Africa the research findings indicate that the deployment of teacher educator seems almost to be homogenous. For example in South Africa, Tanzania and Uganda there are colleges offering certificates for primary school teachers and diploma in education for both primary and secondary schools. Majority of those teacher trainers (tutors) deployed in colleges are holders of first degrees while others have masters. The findings indicate that the named countries have established mechanism that are meant to enhance job satisfaction among tutors as they do encounter similar challenges and prospects similar to those experienced in Kenya. Furthermore the colleges are either state owned, privately managed or church sponsored (UNESCO, 2002). In Kenya the quality of education and learning achievement of students depends heavily on the competence, personality and dedication of the teacher. The quality also depends on the condition under which the teacher got his/her training level of qualification and curriculum offered (Coombs, 2005). All the primary and diploma teachers' colleges are staffed with tutors who hold first degrees plus a few with masters in education in different categories of disciplines. There are also few tutors who are holders of diploma in education especially in certain categories on special subjects like Information Communication Technology, Home Science, Agriculture, Art & Craft and Music. During the training period majority of the teachers while at the university or diploma colleges are primarily trained to teach secondary school learners whose ages range from 13-20 years.

However this has not been the case, because after qualifying from the institutions of training, majority are initially posted to teach in secondary schools. The same teachers after gaining teaching experience in secondary schools as classroom teachers, Head of Departments, Deputy Principal or even Principals are usually transferred to colleges as tutors to train teachers at the Primary and Diploma Teacher Training College levels. Other Public Primary Teacher Training College (PTC) and Diploma Teacher Education (DTE) tutors are usually posted straight upon completion of a university degree or diploma in special subjects like Creative Arts, Information Communication Technology, Home science, Agriculture and Music (Ministry of Education, 2013). The current staffing patterns mean that PTC tutors and Diploma Teacher Education tutors have been trained for positions not directly related to the teaching of students in Teachers Training Colleges and as such this could have negative implication as concerns service delivery. This explains why the principals of PTC recently called on the Teachers Service Commission in liaison with the Ministry of Education to recruit Tutors who have relevant professional background and experience. Kenya Teachers' College Principals Association, also called on curriculum developers to craft a curriculum specifically meant for Teachers Trainers, (UNESCO, 2012). The teacher training colleges principals have observed that majority of the current crop of teacher trainers (Tutors) in local PTCs and Diploma Teacher education colleges tend to lack some level of competencies and proper professional background and experience in teaching adult whose age bracket ranges from 20-40yrs. This is most probably because their initial training professionally prepared them to teach school learners whose ages range from 13-20 years. The Ministry also notes that currently there is lack of specially designated College/University for tutors in colleges (Teacher Trainers) and as a result teachers in colleges have ended up lacking expertise in educational instruction appropriate for college level.

The Government has rolled out program to phase out the Primary Teacher Education (PTE) Curriculum for PI Certificates and replaced it with Diploma in Primary Teacher Education Curriculum whose first cohort for take is scheduled for May 2021. The last cohort for PTE Curriculum was admitted during the 2018/2020 and were examined in November/December last year. According to Kenya National Examination Council guidelines and regulations pertaining to administration of PTE Examinations, the candidates who will not have passed the final examination either by failing in at least one paper among the compulsory 8 papers, not meeting course requirements (CRNM) and cases of absenteeism during examination will be allowed to sit for supplementary exams and the attempts will be extended for two academic years. Therefore the PI Certificate candidates admitted during the 2018/2021 academic year will sit for their last Primary Teacher Education examination in 2022. The study was designed to examine the influence of job satisfaction among tutors and how this impacts on student's performance. However as its important to note that the training of primary teachers is still on course as the admission for the first cohort of trainees in these colleges to register for DTE is programmed for May 2021. Though there has been restructuring of the curriculum to be in line with the requirement of the Diploma programme all other variables the previous study envisaged to establish on the influence on job satisfaction among tutors and its influence on performance remains the same and will still require further

research on the new DTE curriculum to establish if the influence of job satisfaction under study will also influence performance of incoming Diploma trainees. To ascertain conformability and transferability, (Cresswell, 2003) argues that the research tools and the findings of the study should corroborate the results of a future study. Tutors in colleges usually have academic qualifications ranging from Diploma in teaching to post-graduate masters degrees. However, among the tutors very few of them have primary teacher education experience despite the fact that they are expected to train teachers for Primary Teacher Education program. They are also supposed to interpret the curriculum which mostly emphasizes subject specialization and methodology rather than specialization by level and as such this could implicate their service delivery in terms of trainees' performance. Therefore there is substantial evidence that there exists a problem among tutors in Public Primary Teacher Training Colleges and teacher trainee's with regard to tutor's Job Satisfaction vis-a-viz the trainees' performance. It is from these view point that the current research is designed to establish and examine how some selected factors determine job satisfaction among tutors and how they impact on teacher trainees academic achievement. To be able to manage their teaching at college level effectively it is likely that tutors in colleges should be provided with favorable environment that can enhance their job satisfaction. Such environment may motivates the tutors and make them dedicate themselves towards serving teacher trainees better. However, there are circumstances when college environment may be seen to be dissatisfying and not motivate tutors. This have been experienced in some colleges where, for example no support from college administrators who hardly recognize the input of some tutors, instructional materials are inadequate, opportunities for promotions are limited, support from the Ministry of Education is not sufficient and the learning environment not conducive for learning.

SYNTHESIS OF LITERATURE ON INFLUENCE OF REMUNERATION FACTORS ON JOB SATISFACTION AND PERFORMANCE AMONG TUTORS IN PUBLIC PRIMARY TEACHER TRAINING COLLEGES

Hammer and Hurnch (2004), argues that workers prefer fair pay systems and promotion regulation that are just, not irregular and meet their expectations. Job satisfaction therefore is encouraged when workers interpret their remuneration to be based on job demand, individual skill level and the overall national pay standards. Inadequate pay enhances job dissatisfaction. Sheppard et al (2008) concurred with Hammer and Hurnch (2004), that dissatisfaction with work steadily decreases as pay rises. In several occasions Kenya Union of Teachers and Kenya Union of Post Education Teachers has advocated for better pay and allowance for all teachers including tutors in public teacher training colleges to reciprocate the challenging work they do. The task force (2005) found out that some teachers/tutors in public teachers training college are not paid extra allowance especially when they go out to assess their students during teaching practice. However the finding was different for those tutors in Diploma Teachers Colleges because with them their teaching practice lasts for two terms from May to December while the Teaching practice for Primary Teacher Education lasts only for three weeks. However it was further observed that even the allowance paid to Diploma Teachers Colleges tutors did not commensurate with the extra duties that the tutors were performing.

Furthermore the allowances paid to University lectures supervising their students during Teaching Practice in the same schools were far much above what Tutors doing the same task for their students in the same institutions are paid. The implication of this factor influencing job dissatisfaction among Tutors in Public Teacher Training Colleges was found out to be one of the major cause of discomfort among tutors and has really contributed as one reason for high turnover for Tutors from Public Primary Teacher Training Colleges to Secondary Schools and other Tertiary Institutions as they seems to offer better prospects compared to what the colleges seems to be offering at the present moment. Kamau (2003) argued that the issue of low salary and non-payment of various allowances has been the cause of dissatisfaction among teachers in the country. He noted that salary and other allowance given by Teacher Service Commission are factors that significantly affect the status of tutors and hence there is need for the tutors to be well remunerated so as to enhance their status in the society and subsequently improved their productivity in terms of producing quality results. Cole (2003) asserts that a lot of responsibilities of tutors in Primary Teacher Training Colleges are seen as tiresome by the society and other colleagues in other institutions like primary, secondary and technical institutions. This attitude is demonstrated so much in colleges which are allowed to admit students with Special Needs in Departments of visually, physically and hearing impaired (VI, P1 and HI). These categories of students in Public Training Teacher College and Diploma Teachers Colleges deserve special attention in form of management and training from equally specialized teaching personnel which at times may be lacking. Weiskopf (2010), identified factors that cause dissatisfaction for the tutors in colleges as job related vocations after normal college hours, providing individualized educational/remedial program, working closely with the parents /guardians of the teacher trainees and specifically those whose children have special needs in order to demystify the negative perception that they may have.

In as much as the present study agrees with the work of Hammer and Hurch (2004), on teachers fair pay system and efficient promotion policy to meet their expectations and Sheppard *et al* (2008), on influence of salary and allowances on job satisfaction among teachers, the current study in terms of variables of analysis and research methodology used in the study differed from the previous studies as they seemingly concentrated on the factors influencing job satisfaction in primary and secondary schools and did not concern the tutors in Teacher Training Colleges. Furthermore their investigations did not extend to establish the influence of remuneration factors on job satisfaction and how this could impact on performance among learners which the current study envisages to investigate. Therefore it is from this point of view that the finding from the current study differed from the previous findings.

Research Objective: The objective of the study was to establish the influence of remuneration factors on job satisfaction and performance among tutors in Public Primary Teacher Training Colleges.

CONCEPTUAL FRAMEWORK

This study was guided by a conceptual framework (Figure 1) which borrowed heavily from Abraham Maslow's Needs Hierarchy Theory and Fredrick Herzberg's Motivation –

Hygiene Theory. The relevance of these two theories to the study was that according to Maslow a satisfied need no longer operates as a motivator of behavior hence a new need which is not yet satisfied sets in and becomes a motivator. Furthermore according to Herzberg's theory, motivators are effective since they can spur workers (tutors) to superior performance. The Independent and dependent variables used in the conceptual frame work can therefore be used to form the basis of measuring and ascertaining views, opinions, feelings and perceptions of the tutors in Public Teacher Training Colleges (Public Teacher Training Colleges). However in the study, establishment of remuneration factor was the independent variable that was investigated. The Needs hierarchy theory developed by Maslow looked at the needs of Tutors in Public Teacher Training Colleges and linked them to his five established human needs. First he had physiological needs which were actually basic for survival as the tutors need food, water and shelter. Second, he identified security (safety) needs, this according Maslow relates with the tutors need for job security assurance and protection from physical danger. Third was a social affiliation need which according to Maslow tutors needs social company and therefore will naturally want to make friends and also join unions, clubs and different associations. Fourth was esteem needs, this according to Maslow once the third group of needs are fulfilled the fourth group of needs sets in once this group of are fulfilled as the tutors will have self confidence, power, prestige and control. The tutor must feel that his services are recognized by his employer (Teachers Service Commission) If these needs are not satisfied then there will be high rate of turnover, absenteeism, in effective curriculum implementation, decline to take responsibilities and a lot of complaints from the tutors. Fifth was a self actualization need, which is felt immediately after self esteem needs are met. The tutors want to feel important and confident especially after promotion to administrative post or to a higher grade as this would make the tutors to motivate to work more hard and be satisfied. Therefore as Maslow puts it he has maximized his potential which will be translated in to teacher trainee's performance. Maslow's hierarchy of needs ties with Herzberg's motivation hygiene theory and therefore relates with this study as conceptualized in Figure 1.

Herzberg motivation of people in relation to work came up with two categories of factors that is hygiene (extrinsic) and motivating factors (Intrinsic) According to Herzberg hygiene factors describe how environment determines satisfaction and dissatisfaction among workers. Herzberg further argues that working environment constitutes variables as policies and administration, supervision, working condition, internal and external relationship with the stake holders are crucial motivating or intrinsic factors, while salary and remunerations, employees status and recognition, promotion and job security are extrinsic factors. A conceptual framework was used as point of reference to establish the factors that influence job satisfaction among tutors in Public Teacher Training Colleges. The tutors could be motivated as a result of the interrelationship between independent, dependent and intervening variables which subsequently lead to job satisfaction or dissatisfaction among tutors and this eventually impact on trainees' performance.

The interrelationship can further create a high self perception (motivation) among the trainees and improve their performance and participation. To the contrary job

dissatisfaction among tutors in Public Teacher Training Colleges may translate in to poor performance among teacher trainees. The study can therefore conclude that there exist some kind of similarity between Maslow’s theory of needs and Herzberg’s hygiene theory of motivation through the following arguments, First both models assume there is a specific need which energizes behavior. Second both theories failed to answer the question of individual differences in motivation. Therefore in conceptualizing the influence of the variables, the researcher against this background was guided by the variables indicated in the conceptual model that is diagrammatically shown in Figure 1.

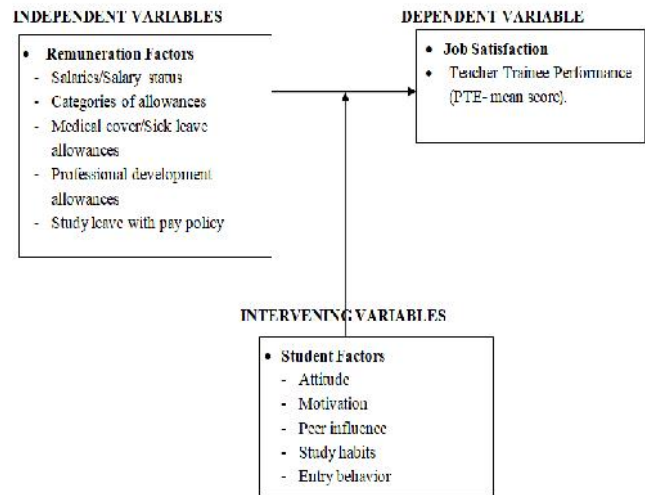


Figure 1. Conceptual framework on job satisfaction and performance among Tutors in Public Primary Teacher Training Colleges

RESEARCH METHODOLOGY

The research design used was descriptive survey and correlation research, as survey design provided numeric descriptions of some part of the population while correlation established the association or relationship between two or more variables and explained why they differ. The study population consisted of 22 Principals and 1000 Tutors from Primary Teachers Training Colleges in the country. Saturated sampling and Stratified random sampling technique was used to select 18 principals and 209 Tutors as sample size respectively. Questionnaires, interview schedules and document analysis guide was used as research tools. Face validity of the instruments was established by experts in the department of Educational Management and Foundations, while reliability of the instruments was established by piloting in two Public Teacher Training Colleges which constituted 10% of the study population not included as part of the sample size to check on the consistency of the respondents and incorporated suggestions for improvement as appropriate. It was further assessed by use of Pearson’s r where by Pearson’s correlation (r) coefficient of 0.8 was established, which indicated that the inconsistencies in the instruments had been addressed. Quantitative data was analyzed using descriptive and inferential statistics in form of percentages, mean, frequency counts and Correlation (r). Qualitative data was transcribed and analyzed on an on-going process as themes and sub themes emerged.

RESULTS

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

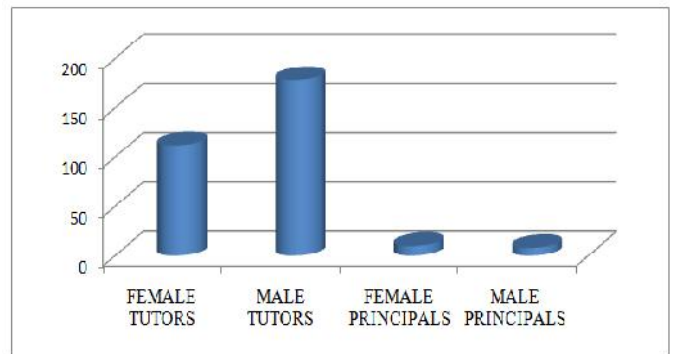


Figure 2. Distribution of the respondents by Gender

The results revealed that 8(44.4%) of the principals were male while 10(55.5%) of the principals were females on the other hand the results established that the enlisted tutors consisted of 132 females and 187 males. The responses showing the work experience for both principals and tutors were as shown in Figure 3.

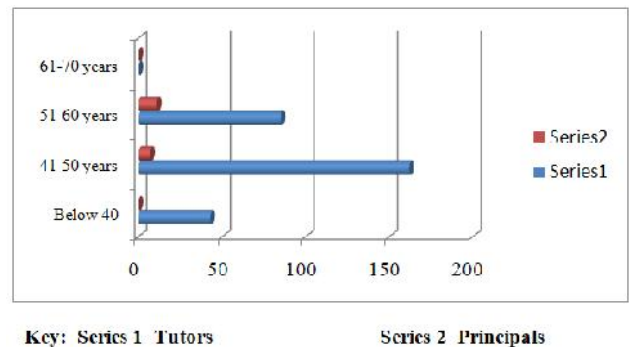
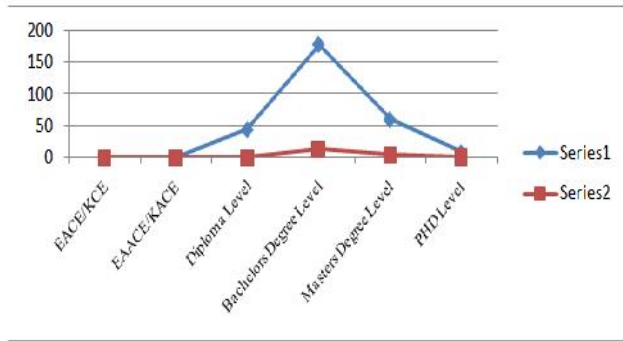


Figure 3. Age bracket of both Principals and Tutors deployed in Public Teacher Training Colleges

Figure 3 shows the distribution of the age bracket of the personnel in Public Teacher Training Colleges and the information from the data collected established that 12(66.6%) of the principals were within the age bracket of 51-60 years, while 6(33.33%) fell within the age bracket of 41-50 years. The results tend to confirm that appointment to position of responsibility for example principals is determined by the number of years one has served. Furthermore there was no results for those within the age bracket of 61-70 years because they had exited the service while those below 40 years had not

gotten the experience and probably the professional requisite for appointment as principals. However the distribution of tutors age bracket for tutors revealed that there was none between 61-70 years because they had exited the service, 55(18.9%) below 40 years mostly because of lack of teaching experience and requisite professional qualification. Furthermore 170 (58.6%) were found between the age bracket of 41-50 years and lastly tutors falling between 51-60 years were found to be 65(22.4%) of the tutor population deployed in the Public Teacher Training Colleges.

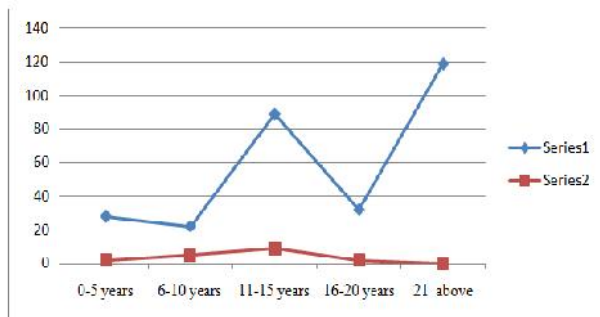


Key :- Series 1 Tutors Series 2 Principals

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

Figure 4 shows the distribution of the level of professional qualifications for both tutors and principals. The presentation of the data indicated that 2(11%) of the principals had PhD. qualification, 7(38%) had Masters Degree level, 9(50%) had Bachelors degree while no principal had Diploma as maximum academic qualification.

The results tend to be in conformity with the Ministry of education requirements in conjunction with Teachers Service Commission regarding policy guidelines regulating employment and deployment of tutors and principals in Public Teacher Training Colleges. The results for the tutors also tends to conform with that of the principals given the fact that only 8 (2.76%) had PhD qualification, 60(20.6%) had Masters degree, 178 (61.3%) had Bachelors, while 44(15.1%) had Diploma. The demographic information on the Work Experience of the respondents is here by given in the Figure 5 below:-



Key:- Series 1 Tutors Series 2 Principals

Figure 5. Work experience of the two categories of respondents

Figure 5 shows the length of time the principal and tutors have worked either as principals or tutors in Public Teacher Training Colleges. The results presented in the figure shows that 3(16%) of the principals had worked as principals within 0-5 years, 4(22.2%) had been in responsibility between 6-10

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

Research Objective: The research objective was to establish influence of remuneration factors on job satisfaction and performance among tutors in Public Primary Teacher Training Colleges. The principals and Tutors in the sampled colleges were asked to rate the influence of remuneration factors on job satisfaction and performance among tutors in Public Primary Teacher Training Colleges. Their ratings were as shown in Table 1. Table 1 shows the view and opinion of the principals in response to the questionnaires on the influence of remuneration factors on job satisfaction among tutors in Public Teacher Training Colleges in relations to Teacher Trainee performance. In Total 18 principals responded to the questionnaire and returned them. The analysis and interpretation from the data represented in Table 1 established that salaries and current CBA 2016, for principals and tutors had a mean rating of 4.16 which according to satisfaction level indicator was high. The finding was further confirmed by the mean rating result of 3.61 which according to satisfaction level indicator was equally high. Another analysis established that provision of Medical allowance or Insurance cover for tutors had a mean rating of 3.40 which according satisfaction level indicator was high, thus confirming that medical allowance or insurance cover was equally significant in influencing job satisfaction among tutors.

The data analysis further established that views on the role of other categories of allowances was equally important and had a mean rating of 3.00. Further analysis established that provision of study leave allowances was equally important to some extent in influencing job satisfaction among tutors and had a mean rating of 2.83 where according to satisfaction level indicator was moderate. In analyzing the ratings of Tutors on the influence of remuneration factors on job satisfaction among tutors and how this could impact on trainees performance, the response from the tutors with regard to various sub variables under remuneration factors indicated that salaries and efficient CBA was an important sub variable under remuneration factor that influence job satisfaction. The respondents ratings on the influence of this variable gave a mean rating of 3.80, which according to the level of satisfaction indicator was high, thus indicating that it influences job satisfaction and performance among tutors. Improved payment of different categories of allowances for example, teaching practise, house and responsibility allowance was highly rated by tutors as a factor that influences job satisfaction and had a mean rating of 3.70. This according to satisfaction level indicator was high thus confirming its motivation impact on tutors. Organizing scholarship for tutors was an important factor that influenced job satisfaction and had a mean rate of 3.58, thus indicating that influences job satisfaction and performance among tutors. Efficient medical cover for employees was an equally an important factor that influenced job satisfaction and

Table 1. Ratings of Principals on influence of Remuneration Factors on Job Satisfaction and Performance among Tutors in Public Primary Teacher Training Colleges (n=18)

Remuneration Factors	HS	S	SS	D	HD	MR
1.Current CBA/ /Salary status	8(40)	7(28)	2(6)	0(0)	1(1)	4.16
2. Policy on medical cover/Sick leave	4(20)	6(24)	3(9)	3(6)	2(2)	3.40
3. Policy on categories of allowances	4(20)	3(12)	4(12)	3(6)	4(4)	3.00
4. Policy on study leave allowance	2(10)	4(16)	5(15)	3(6)	4(4)	2.83
5. Scholarships/Professional dev.	6(30)	4(16)	4(12)	3(6)	1(1)	3.61
Overall Mean= (Moderate)						3.388

KEY: (a) Interpretation of Satisfaction level as per the rating scale.

- 1.00-1.34 Very low
- 1.35- 2.34 Low
- 2.35-3.34 Moderate
- 3.35- 4.34 High
- 4.35-5.00 Very high

KEY: (b) Interpretation of indices of satisfaction levels.

- HD-Highly Dissatisfied
- SS-Slightly Satisfied
- S-Satisfied
- D-Dissatisfied
- HS-Highly Satisfied

Table 2. Ratings of Tutors on influence of Remuneration factors on Job satisfaction and Performance among Tutors in Public Primary Teacher Training Colleges (n=290)

Remuneration Factors	HS	S	SS	D	HD	MR
CBA/Salary status	120(600)	60(240)	50(150)	40(80)	20(20)	3.80
Policy on Medical cover	80(400)	60(240)	70(210)	50(100)	30(30)	3.38
Policy on Housing/Head of Department	90(450)	80(320)	70(210)	30(60)	20(20)	3.70
Policy on study leave	65(325)	80(320)	70(210)	40(80)	15(15)	3.27
Scholarship allowances/ Professional development	68(340)	100(400)	72(216)	30(60)	25(25)	3.58
Overall Mean						3.546

KEY: - HS – Highly Satisfied,
 S- Satisfied,
 SS- Slightly Satisfied
 D- Dissatisfied
 HD-Highly Dissatisfied,
 MR-Mean Rating.

Table 3. Relationship between Remuneration factors and Tutors Academic Performance in Public Primary Teacher Training Colleges (n= 290)

		Academic Performance
Remuneration Factors	Pearson’s correlation	0.79
	Sig (2-tailed)	.04
	N	290

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

Table 4. Correlation Analysis showing the relationship between Remuneration Factors and Tutors Academic Performance in Public Primary Teacher Training Colleges (n=290)

Remuneration Factors		Academic Performance
CBA/Salaries	r	.890
	p	.000
	n	290
Medical Cover	r	.125
	p	.034
	n	290
Categories of allowances	r	.117
	p	.046
	n	290
Policy on Study leaves	r	.015
	p	.795
	n	290
Scholarship/PD	r	.042
	P	.047
	N	290

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

KEY: - r =Pearson Correlation Coefficient
 p =Calculated Critical Value
 n = Sample Size

performance as it had a mean rating of 3.38, which according to the satisfaction level indicator was moderate hence to some extent influences job satisfaction and performance among tutors. From Table 3, it can be noted that there was a positive relationship between remuneration factors and tutors subject mean performance. The relationship was statistically significant at ($r=0.79$, $n=290$, $p<.05$) an indication that a slight increase in improving remuneration factors would translate in to an increase in subject mean performance. The relationship was further confirmed to be statistically significant as the calculated p-value was .04 which was higher than the set critical p-value of .05, hence an indication that the relationship was significant and therefore addressing the research question which sought whether remuneration factors had influence on job satisfaction and trainees performance. The individual sub variables under remuneration factors were further correlated to establish the relationship between the sub variables and subject mean performance in public teacher training colleges as shown in Table 4. From Table 4, above it was observed that all the sub variables under the remuneration factors had statistically significant relationship with subject mean performance among tutors in Public Teacher Training Colleges, though the correlation coefficient values differed in terms of magnitude and direction. For example it as observed that CBA/Basic salary paid to tutors had a correlation value of 0.89 which actually an indication that there was a perfect relationship between CBA/Salaries paid to tutors and subject mean performance among tutors in our Public Teacher Training Colleges. Furthermore this was statistically significant form the calculation ($r=0.89$, $n=290$, $p<.05$), with a positive direction of magnitude as it was more than the set critical p-value of 0.05. The study further established that provision of Scholarships or opportunities for professional development had relationship with tutors subject mean performance as its coefficient correlation value was calculated at, ($r=.042$, $n=290$, $P<0.05$), though with a positive direction of magnitude.

The findings from the study further established that other variables indicated in the table had weak relationship though they were also statistically significant, for example payment of Categories of allowances had a coefficient correlation value calculated at ($r=.117$, $n=290$, $p<.05$). This result was statistically significant as the coefficient value was falling between 0-0.19 and probably there was no relationship as it was very negligible. Furthermore the provision of medical cover to tutors was found to have correlation coefficient value of .125 calculated at ($r=.125$, $n=290$, $p<0.05$), which was an indication that the direction of magnitude was positive with a slight or low relationship meaning that provision of Medical cover to Tutors was found not to be contributing so much in influencing tutors subject mean performance. The study also established that study leave policies had weak relationship with tutors subject mean performance as was calculated at ($r=.015$, $n=290$, $P> 0.05$), this was an indication that coefficient correlation value of .015 had negligible or no correlation hence it had no relation or influence with tutors' subject mean performance.

DISCUSSION

The results indicates that the deployment of principals in Public Teacher Training Colleges currently is fairly distributed in the country and the revelation further tends to conform to 1/3 gender rule concerning employment both in public as well as

private sectors. The results from the two categories of respondents tend to relate because of the fact that it's the Ministry and Teachers Service Commission that coordinates policies guiding recruitment and deployment of tutors in Public Teacher Training Colleges. The tutors holding Diploma in Public Teacher Training Colleges are usually employed and deployed under very special circumstances the major reason being they usually hold qualification in special subjects for example Music, Art and Craft, ICT, Home Science and Agriculture which are very crucial subjects found in the Primary Teacher Education Curriculum. The findings of the study established that majority of the respondents were of the opinion that better salaries paid to teachers could influence job satisfaction among tutors and this could subsequently translate in to improved performance among trainees.

The findings of the study is consistent with the work of Hammer and Hurnch (2004) who noted that workers prefer fair pay systems and promotion regulations that is just and regular in order to be motivated and enable them to produce good results. The results from data analysis also indicated that provision of scholarship to tutors whether for short term or long term studies was viewed positively as an important variable that could influence job satisfaction among tutors. The finding established that provision of scholarships to tutors was crucial and could motivate tutors and further impact on trainee's performance. The findings of the study is consistent with the work of Robbins (2009) who noted that employees prefer to be up graded either through up grading, promotion or professional growth through scholarship as one cannot remain in the same grade for all their working life. Robbins (2009) further argues that one cannot be in the same position for years and continue to remain productive because after a while, the motivation wanes and apathy sets in resulting into low productivity. The allowances included, house allowance paid to teachers, commuter allowance, responsibility and transfer allowance. The findings of the study is consistent with the work of Sheppard et al (2008) who noted that provision of good housing or provision of adequate house allowance which is fair and just could motivate teachers to perform better.

The findings of the study is consistent with the work of Kamau (2003) who noted that provision of short and long term scholarships for example In-service training given by Teacher Service Commission and the Ministry are factors that significantly affect the status of tutors and could highly motivate them. The findings further agreed with the previous work of Cole (2003) and Weiskopf (2010) who both asserted that a lot of responsibilities assigned to tutors in Public Teacher Training Colleges, which are usually not catered for in terms of paying the tutors allowances have not helped in motivating the tutors but instead led to job dissatisfaction and poor service delivery. The respondents view on the influence of this variable calculated which according to the level of satisfaction indicator was high, thus indicating that it could influence job satisfaction. The findings is consistent with the work of Kamau (2003) who noted that salary and other allowances paid by Teacher Service Commission are factors that significantly affect the status of tutors and therefore tutors need to be paid well in order to enhance their status in the society and also improve their productivity in colleges. The work of Hammer and Hurnch (2004) and Sheppard *et al* (2008) also concurred with the findings of the study as they noted that in adequate pay enhances job dissatisfaction while dissatisfaction with work steadily decreases as pay rises.

Improved payment of different categories of allowances for example, teaching practice, house and responsibility allowance was highly rated by tutors as a factor that could influence job satisfaction and had a mean rating of 3.70. This according to satisfaction level indicator was high thus confirming its provision could motivate tutors. The findings of the study is consistent with the report from the task force (2005) who found out that tutors in Public Primary Teacher Training Colleges are not paid extra allowances especially when they go out to assess their students during the three weeks teaching practice. However it was observed that their counterparts teaching in Diploma Teachers Colleges, were being paid thus creating discomfort among tutors in Public Primary Teacher Training Colleges. The findings further established that house allowance was an equally a significant variable that could influence job satisfaction as the findings is consistent with the work of Spear (2009) who noted that the general environment and the infrastructure in Public Teacher Training Colleges do not engender pride and positive images about becoming a teacher and as a result this has a negative implication on job satisfaction among tutors given the fact that the employer (Teachers Service Commission) declined to offer teachers 50% of their basic salary as was recommended by industrial court ruling in 2015. The findings further established that responsibility allowances paid to various heads of departments could influence job satisfaction and improve trainees' performance. The findings concurred with the previous work of Kamau (2003) and the task force (2005) who both found out that tutors in Public Primary Teacher Training Colleges were not being paid allowances for the extra work they were doing beyond the normal working hours. The findings is consistent with the work of Robbins (2009) who noted that getting scholarship enables one to develop professionally and as individuals move up the hierarchy there is more satisfaction and improved service delivery. The other findings established that study leave with pay allowance, was an equally important factor that could influence job satisfaction among tutors with a mean rating of 3.27 which according to satisfaction level indicator was moderate and this could subsequently translate in to improved performance among trainees. The findings concurred with the work of Kamau (2003), Robbins (2009) and the task force (2005) who both noted that teachers in most primary and secondary schools were not being paid sufficient and prompt study leave allowance, transfer and commuter allowances leading to job dissatisfaction among teachers. This was found out to be a factor that could eventually impact on trainees' performance negatively.

There is evidence that there is strong relationship between indicators of levels of job satisfaction and tutor motivation in relation to trainees' performance. In Summary there is strong corroboration between the responses of tutor's and principal's views and opinion on the influence of remuneration factors on job satisfaction and tutor motivation as a strong correlation exists as indicated in the interpretation matrix of satisfaction level. The findings of the study further established that improved better terms of service as variables under remuneration factors could impact on trainee's performance. The findings revealed that improved better terms of service in form of good salary and allowances highly motivated teachers and could increase the level of competency in service delivery and this could eventually translate in improved trainees' performance. The findings of the study is consistent with the work of Hammer and Hurnch (2004) who noted that workers prefer fair pay systems and promotion regulation that are just

to meet their expectations to enable them be satisfied as inadequate pay enhance job dissatisfaction. Sheppard *et al* (2008) concurred with Hammer *et al* (2004) and noted that dissatisfaction with work steadily decreases as pay rises and this makes the tutors to put extra effort in service delivery which eventually translates in good performance among trainees. The findings of the study is consistent with the work of Robbins (2009) who noted that those employees who are in higher level in teaching occupation are better paid and have better working conditions and seems to be satisfied. According to him there is evidence that as individuals move up the hierarchy, there is more satisfaction and this translates to better output and effective service delivery. Daily Nation (October 4th 2012) praised Teacher Service Commission for the timely action of promoting all teachers of different calibers including tutors in Public Teachers Training Colleges and harmonizing their salaries and allowances to be at par with Public Service Commission employees package, the move was an attempt to help motivate teachers to enable them improve on service delivery. The results further indicated that appreciation by employer, induction policy for newly posted tutors, overloaded Primary Teacher Education curriculum and lack sufficient prospects for professional development and allowances during study leave in terms of scholarship and In-Service Training all in equal weight were variables that to some extent could influence job satisfaction among tutors. The finding is consistent with the work of Spear and Peter (2009) who noted that workers who have been inducted properly and later provided with opportunities for professional development worked well and as they become older were less likely to leave the job as they are well motivated. Kalleberg *et al.* (2013) further argue that as workers become older after induction and professional development they have less alternative job opportunities and may be unwilling to quit because their longer stay provide them with higher salaries and move attractive pension benefits. The findings is further consistent with the work of Cole (2013) who noted that a lot of responsibilities of tutors in Public Teacher Training Colleges are seen as tiresome as the curriculum is overloaded besides taking care of special needs students. The findings further concurs with the work Weiskopf (2010) who noted that tutors working long after normal college hours, providing individualized remedial program and working closely with parents/guardians of the teacher trainees and especially those whose children have special needs should be motivated in order to help them demystify the negative perception that they have.

CONCLUSION

There is evidence that salary status and payment of various categories of allowances as sub variables under remuneration factors were found to be important variables that influenced job satisfaction among tutors in Public Teacher Training Colleges. The study further established that improved better terms of service in form of good salary, better medical, leave and housing allowances paid to tutors has influence to them and this has influence on their level of competency in service delivery. In effect tutors who are better paid were found to be more productive in performance.

RECOMMENDATIONS

The stakeholders in Education Management and Administration, that is Ministry of Education and Teachers Service Commission, should ensure that the teacher's basic

salaries (CBA), payment of different categories of allowances for example, medical, housing, leave and pension scheme for all cadres of tutors is improved, as this will motivate tutors to improve in their service delivery which will subsequently translate in to improved performance among teacher trainees in Public Teacher Training Colleges.

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