

## **INFLUENCE OF TEACHING EXPERIENCE ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN KENYA**

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### **ABSTRACT**

Job satisfaction is a globally important factor in determining organizational climate and subsequent worker productivity. In Kenya, job dissatisfaction is a major concern as evidenced by teacher burnout and the strikes in the teaching fraternity. This study investigated the influence of teaching experience on job satisfaction. Maslow's hierarchy of needs and Herzberg's two factor theories guided the present study. The study's target population consisted all 903 public secondary school teachers in Kisii Central Sub County. A sample of 306 was selected by stratified random sampling to obtain a sample that was representative from all the categories of secondary schools followed by stratification according to gender. For qualitative data, twelve secondary school principals were purposively selected. The study adopted a convergent parallel research design with mixed method research approach. Data collection tools were questionnaires (modified Sorensen self-esteem scale and job descriptive index) and interview schedule. Validity was ensured by the assistance of the two supervisors' judgment. Reliability coefficient was computed using Cronbach's Alpha and it was found to be 0.764. Quantitative data was organized using the Statistical Package for Social Sciences (SPSS) version 20.0 and the data was analyzed using both descriptive and inferential statistics. Qualitative data was analyzed using Thematic analysis. There was no influence of teaching experience in the level of job satisfaction [ $F(5, 256) = 2.093, p = .067$ ] The Teachers' Service Commission should mount mentorship programs for newly recruited teachers (0 teaching experience) mainly to enhance their self-esteem at work. This is because the study reported that relatively young teachers in the service were dissatisfied in their jobs.

**New words: Job satisfaction, Teaching experience, Secondary school teachers**

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## INTRODUCTION

Teachers play an important role in enabling Kenya to achieve the objective of education for all by 2020 (UNESCO, 2014). Babita and Gurmit (2014) highlight that teachers who are not satisfied with their jobs might be less committed and are likely to perform below their capabilities, and that the teaching profession is facing problems related to teachers' job satisfaction. Abdalla, Parasuraman and Uli (2009) also agree that the general perception is that teachers in the government schools are dissatisfied with their profession. Ogochi (2014) study in Transmara, Kenya also agrees that lack of job satisfaction has led to low performance in national examinations and that people cannot develop their full potential when their esteem is low and not appreciated.

Job satisfaction is a major concern in the world. Kinman & Wray (2014) describe teaching as an emotional activity whereby teachers experience emotional exhaustion, burnout and depersonalization. Reilly, Eithne, Dhingra, Katie and Boduszek (2014) have defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Previous research indicates that job satisfaction is crucial, due to its associations with work performance, physical and mental health, and career decisions (Skaalvik and Skaalvik, 2009). Teachers dissatisfied with their work display lower work commitment, negatively impact on student motivation through emotional contagion, may fail to satisfy their student's needs for autonomy and competence and are at greater risk of leaving the profession (Lüdtke and Baumert, 2008).

In Malaysia, Abdullah Parasuraman and Uli (2009) point out that employee satisfaction has been an important issue for academics and scholars and that high level of absenteeism and staff turnover, low retention have affected various organizations. Teachers with more than 21 years of teaching experience were more satisfied than others. In addition, the study concludes that older teachers were more satisfied with their teaching job than the younger ones. There was need to find out whether there were differences in the influence of teaching experience on job satisfaction in public secondary school teachers in Kisii Central Sub-County.

In a study, Dehaloo (2011) found out that the least motivated teachers were from the age categories 27 to 54 years (with approximately 6 to 25 years of experience). Conversely, Crossman and Harris (2006) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among secondary school teachers in the United Kingdom. Influence of teaching experience on job satisfaction of public secondary school teachers was not known in Kisii Central Sub-County. It is therefore for this reason that the influence of teaching experience on job satisfaction was studied.

Kenya Education News (2015) concurs that there was need to ensure employees were satisfied with their jobs as this reduced the rate of absenteeism which was noted through the unions, Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Teachers (KUPPET) frequent agitations, which revealed that teachers were not well paid and kept on bargaining for wage increases for their members. Research in the area of teachers' job satisfaction has focused on the contributors and consequences of job satisfaction. It has been shown that job satisfaction is related to positive outcomes including teacher retention and increased performance. Conversely, low job satisfaction has been related to teacher attrition, absenteeism and poor performance among others (Ofuani, 2010).

In a study in Kenya by Otanga and Mange (2014) revealed that teachers' job satisfaction was low. Other studies (George, Louw&Badenhorst, 2008; Strydom, Nortje, Beukes& Van der, 2012)

Although several studies (Abdullah *et al.*, 2009; Jessen, 2010; Wachira&Gathungu, 2013; Njiru, 2014; Kinman and Wray, 2014) have been done in the education sector, none has been done to investigate the influence of teaching experience on job satisfaction of public secondary school teachers in Kisii Central Sub-county, Kenya. There have been demonstrations by teachers in Kenya, job dissatisfaction has not yet been solved and many teachers are resigning from their jobs

Given the high number of resignations, could be a possible indicator of low level of job satisfaction among teachers. It is for this reason that the present study explored the influence of

teaching experience on job satisfaction of public secondary school teachers in Kisii Central Sub-County, Kenya.

The objective

To examine the influence of teaching experience on job satisfaction of secondary school teachers in Kisii Central Sub-County.

Was studied by testing the hypothesis

H<sub>03</sub>: There is no statistically significant influence of teaching experience on job satisfaction of public secondary school teachers in Kisii Central Sub-County.

### **Theoretical Framework**

The study was informed by two theories; Theory of self-esteem and two factor theory by Herzberg.

#### **1.10.1 Theory of self- esteem: Abraham Maslow's hierarchy of needs**

Maslow (1954) attempted to synthesize a large body of research related to human motivation, and prior to Maslow (1954), researchers generally focused separately on such factors as Biology; achievement or power to explain what energizers directs and sustains human behavior. Maslow (1954) posited a hierarchy of human needs based on two groupings; deficiency needs and growth needs. Within the deficiency needs each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency

Maslow (1954) further described two forms of needs: The need for respect from others and the need for self-respect or inner self esteem. Respect from others entails recognition, acceptance, status and appreciation and was believed to be more fragile and easily lost than inner self-esteem. According to Maslow (1954), without fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization.

Considering teaching experience, satisfaction is expected to be high for early career teachers, decreasing at the midpoint of their careers, and rebounding again towards the end of their

teaching careers. In the early periods of employment there were more new things to be learnt from the job, and teachers gain a sense of pleasure from their teaching jobs. But, through time, they develop confidence, new skills and abilities which influence their job satisfaction.

The present study in addition employed two factor theory by Herzberg, Mausner&Snyderman (1959) as discussed in the next section.

### **Two factor theory by Herzberg**

Herzberg, Mausner&Snyderman (1959) published a two-factor theory of work motivation. Herzberg's two-factor theory (also known as the motivator – hygiene theory) attempts to explain, satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors- motivation and hygiene factors respectively. The basic tenets of Herzberg's two factor theory (1959) are that job satisfaction and dissatisfaction are separate issues; satisfaction only comes from factors intrinsic to work itself.

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Gomez-Mejia, Balkin&Cardy 2010). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better. Akyeampong and Bennell (2007) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that comes from within a person.

Considering teaching experience, satisfaction is expected to be high for early career teachers, decreasing at the midpoint of their careers, and rebounding again towards the end of their teaching careers. In the early periods of employment there were more new things to be learnt from the job, and teachers gain a sense of pleasure from their teaching jobs. But, through time, they develop confidence, new skills and abilities which influence their job satisfaction.

Job turnover can result from various conditions such as job dissatisfaction. Job satisfaction is a multi-faceted meaning one can be satisfied in one area but does not necessarily mean satisfaction in all areas.

## LITERATURE REVIEW

This chapter describes reviewed literature globally, internationally in Africa and in Kenya, on the influence teaching experience on job satisfaction among public secondary school teachers in Kisii Central Sub-County, Kenya. On the basis of this, research gaps were identified so as to generate the scope of the study.

Several studies (Fitzmaurice, 2012; Abdullah *et al.*, 2009; Asif and Saeed, 2014; Adebola and Jabril, 2012; Ngimbudzi, 2009 and Mukuni, 2013) have been done on the influence of teaching experience on job satisfaction. Some results indicated a curvilinear type of relationship between teaching experience and the teachers' job satisfaction.

In Ireland Fitzmaurice (2012) studied job satisfaction using a sample size of 115. Job satisfaction was measured using the 36 item job satisfaction survey (JSS). As for the teaching experience, analysis of variance was conducted in order to compare job satisfaction and the predictor variables against teaching experience. There was a significant difference for the scores for the newer and older indicating that the older experienced greater job satisfaction. Though the above reviewed study was carried out in Ireland, it cannot be generalized to a Kenyan context. In addition, in the reviewed study only quantitative data was studied while in the current study both quantitative and qualitative data were studied. When both quantitative and qualitative data were studied, the “stories” complemented the “numbers” resulting to a deeper understanding of a research problem.

In a study in Malaysia, Abdullah *et al.*, (2009) studied job satisfaction among secondary school teachers using a sample size of 200. The respondents were selected from five schools using probability sampling. A questionnaire was the instrument used. The data was analyzed using the statistical package for social sciences (SPSS). T-tests and F-tests (ANOVA) were also used. Results indicated that older teachers (those with more than 21 years teaching experience) were more satisfied with their job than the young graduates. However, in the reviewed study only quantitative data was studied. When both quantitative and qualitative data collecting techniques are used, each technique can be used to offset the weakness of the other.

In another study in Pakistan, Asif and Saeed (2014) compared the level of job satisfaction with teaching experience. The population comprised all public sector secondary school teachers working in district Lahore. Job Satisfaction Scale for Teachers (JSST) was used for this purpose. One way ANOVA and t-test were applied. The results were interpreted in the context of Pakistan. Work experience did not explore the job satisfaction difference in teachers. More teachers were satisfied with the different aspects of their jobs. However, the reviewed study only used questionnaires as data collection instruments while the present study used both questionnaires and interview schedules. When one uses both questionnaires and interviews as data collection instruments, they each offset the weaknesses of the other as was with the current study.

In Nigeria, Adebola and Jabril (2012) studied job satisfaction of secondary school administrators in Kano state using a survey design. Random sampling was used to select the study sample of 421 subjects used for the study. The Job Descriptive Index was used to collect data. Five hypotheses were raised in the study and the data collected was analyzed using t-test and analysis of variance (ANOVA). The study found out that there was a significant difference in the level of satisfaction with years of experience. However, the reviewed study only used quantitative data while the current study filled the gap by using both quantitative and qualitative data which when used together each could offset the weaknesses of the other. In addition, in the reviewed study sampling was done randomly and might have yielded in a sample that was not representative. In the present study sample was stratified all through to ensure representation of all types of schools studied as well as gender.

In Tanzania, Ngimbudzi (2009) examined the factors that are associated with teachers' job satisfaction using a sample of 162 teachers obtained by convenience sampling and a survey was done. The sample consisted of teachers with teaching experience ranging from 6 months to 35 years. Fifty eight point sixpercent (58.6%) of the total respondents had a work experience of less than 5 years. Independent t-test and MANOVA revealed there were no significant differences in relation to teaching experience. However, only quantitative data was studied and when one used both qualitative and quantitative data, each can be used to offset the weakness of the other as was with the present study. In addition, sampling was by convenience and this might have yielded a

sample that was not representative. In the current study sampling was by stratification all through to ensure representation by school type as well as gender.

In a study in Kenya, Mukuni (2013) studied the levels of job satisfaction of science teachers in secondary schools of Murang'a East District using a sample of 56 science teachers and 14 principals. The study adopted a descriptive survey design. Instruments used were questionnaires and observation schedules. Data was analyzed using both quantitative and qualitative techniques. Concerning teaching experience, majority of teachers (45%) had worked for 6-10 years and those that had worked for 11-15 years were 26%. Findings indicated that the higher the teaching experience, the higher the job satisfaction. Gaps have been observed in that in the reviewed study, only science teachers were studied and therefore there was need for a study that would involve all secondary school teachers as was with the present study. In addition, Mukuni (2013) adopted a descriptive survey design while the present study adopted convergent parallel design in which both quantitative and qualitative data were both seen as important sources of information in the stu

## **RESEARCH METHODOLOGY**

### **Mixed Method Approach**

The mixed method approach is where the researcher collects, analyzes data, integrates the findings and draws inferences using both qualitative and quantitative approaches in a single study (Oso&Onen, 2011). Creswell (2014) further points out that a combination of both qualitative and quantitative data provides a better understanding of a research problem than either approach by itself. A combination of both techniques made it possible to arrive at a richer and more complete description covering fairly all aspects of the phenomenon under investigation (Morgan, 2007). The present study therefore used both qualitative and quantitative data in an effort to confirm, cross-validate or collaborate findings within a single study (Morgan, 2007).

### **Research Design**

Within mixed method approach, convergent parallel design was adopted in which both qualitative and quantitative data were simultaneously collected, merged and used to understand a research problem. The basic rationale for this design was that one data collection form supplied



strengths to offset the weaknesses of the other form and that a more complete understanding of a research problem resulted from collecting both qualitative and quantitative data (Creswell, 2014). Creswell (2014) further points out that the mixed method research gives equal priority to both quantitative and qualitative data.

This study valued both quantitative and qualitative data and saw them as equal sources of information in the study and therefore data was concurrently or simultaneously collected during the study. Finally, the results from the quantitative and qualitative analyses were compared to determine if the two databases yield similar or contrasting results.

This study used a questionnaire and interview schedule to collect the required data.

## RESULTS

Out of the 903 secondary school teachers in Kisii Central Sub-County, a sample size of 306 teachers was selected for the study and were all given study questionnaires. 262 (85.6%) of the questionnaires were returned for analysis. Table 1, which shows the summary of return rate of questionnaires from the respondents, reveals that the questionnaires were adequate for the study.

**Table 1: Questionnaire return rate**

Respondents	Questionnaires administered	Questionnaires returned	Return rate (%)
Teachers	306	262	85.6

Source: Survey data (2016)

Some questionnaires 36 (11.8%) were returned after the deadline and therefore were not considered for analysis and 8 (2.6%) were not returned at all hence they were ignored. Of these 4 were from National schools, 6 were from Extra County schools, 7 were from County schools and 27 were from Sub-County schools. Teachers in Sub-County schools were considered uncooperative, while those in other schools (National, Extra County and County) had heavy workload which spilled to weekends.

According to Kongsved, Basnov, Christensen and Hjøhnd (2007) the acceptable response rate for professionals is 60%. Therefore, a return rate of 85% is acceptable. The response rate for survey questionnaire administered personally by the researcher was achieved when the

questionnaire return rate was above 80%. This was achieved because the instruments in this study were personally administered by the researcher to the respondents, a record was kept and a reminder was sent to the respondents about the collection of the filled questionnaires. For the qualitative data, all the 12 secondary school principals were interviewed.

## 4.2 Demographic Profile of the Respondents

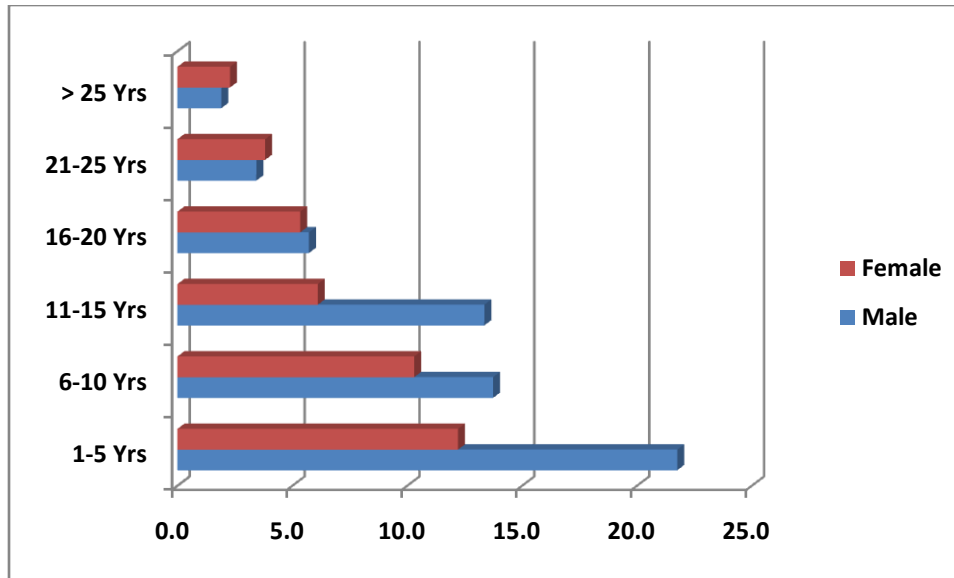
**Table 1: Bio data of the respondents**

Respondents	N	%
<b>Teaching experience (Years)</b>		
1-5	89	34.0
6-10	63	24.0
11-15	51	19.5
16-20	29	11.1
21-25	19	7.3
Above 25	11	4.2
Total	262	100

Source: Survey data (2016)

### Respondents' Gender and Teaching Experience

The study sought to establish the teaching experience of the teachers who took part in the study. This was considered as an important information for the study; quality of respondents' response as a teacher was viewed to be dependent on teaching experience. The findings indicate that the teachers who took part in the study were mainly of 1-5 years of experience as revealed by more than a third [89 (34.0%)] of the respondents. In fact, it was discovered that 152 (58.0%) of the teachers who took part in the study had experience of not more than 10 years. The respondents who had teaching experience of above 20 years only formed slightly more than a tenth 30 (11.5%) of the teachers who took part in the study. This indicates that significant majority of the teachers who took part in the study had experience of less than 15 years.



Source: Survey data (2016)

**Figure 1: Respondents' teaching experience**

From figure 1 it was evident that the female teachers who took part in the study dominated the group of the respondents who had more than 21 years of experience. On the contrary, whereas the teachers who had experience of 1-5 years forming more than a fifth [56 (21.8%)] of the respondents were males, females in that category only formed 32 (12.2%) of the teachers who took part in the study.

The study sought to investigate the influence of teaching experience on job satisfaction among the teachers. It was investigated by exploring whether teaching experience differences among the secondary school teachers significantly influenced their level of job satisfaction. A one-way Analysis of Variance (ANOVA) was used to test the hypothesis that “there is no statistically significant difference in job satisfaction of secondary school teachers of different years of teaching experience”. One-way Analysis of Variance was suitable because of the nature of the variables; the dependent variable for the study was job satisfaction, measured in continuous scale, while the independent variable (teaching experience) was measured in categorical scale. Teaching experience was divided into six groups according to the teaching years of experience (group 1: 1-5; group 2: 6-10; group 3: 11-15; group 4: 16-20; group 5: 21-25; and group 6: above 25). The suitability of data was first checked to establish its appropriateness for the use of

ANOVA test. Table 3, shows the test of homogeneity of variances and indicates that the data met the required assumption for the test.

**Table 3: Test of homogeneity of variances**

Job Satisfaction Level

Levene Statistic	df1	df2	Sig.
1.486	5	256	.195

The Levene test for homogeneity of variances, which tests whether the variance in scores is the same for each of the six groups, was not significant (Sig. value = .195). This means that the assumption of homogeneity of variance was not violated.

**Table 4: Descriptive Statistics on job satisfaction given job experience (N=262)**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
1-5 Years	89	51.2056	2.94022	.31166	50.5863	51.8250
6-10 Years	63	50.0602	6.90241	.86962	48.3218	51.7985
11-15 Years	51	51.4714	2.92162	.40911	50.6497	52.2931
16-20 Years	29	50.1479	2.48110	.46073	49.2042	51.0917
21-25 Years	19	53.1779	2.82174	.64735	51.8179	54.5379
Above 25 Yrs	11	51.6127	3.01205	.90817	49.5892	53.6362
Total	262	51.0250	4.25874	.26311	50.5069	51.5430

Table 4 indicates that the difference in mean scores between the teachers with different teaching experience was small ranging from 50.1 to 53.2. The effect of size, calculated using eta squared confirmed this. Eta squared was calculated by dividing the sum of squares for between groups (185.885) by the total sum of squares (4733.716). The resulting eta squared value was .039, which in (Cohen and Cohen's, 1988) terms consider a small effect size. Cohen (1988) classifies .01 as a small effect, .06 as a medium effect and .14 as a large effect. The results were further subjected to hypothesis testing, using an ANOVA test. The statistical model used was:

$$H_0: \bar{x}_1 = \bar{x}_2 = \bar{x}_3 = \bar{x}_4 = \bar{x}_5 = \bar{x}_6$$

$$H_{a3}: \bar{x}_1 \neq \bar{x}_2 \neq \bar{x}_3 \neq \bar{x}_4 \neq \bar{x}_5 \neq \bar{x}_6$$

Where  $\bar{x}_1, \bar{x}_2, \bar{x}_3, \bar{x}_4, \bar{x}_5$  and  $\bar{x}_6$ , were the sample means of the different years of teaching experience.

Where  $\bar{x}_1 = 51.2056, \bar{x}_2 = 50.0602, \bar{x}_3 = 51.4714, \bar{x}_4 = 50.1479, \bar{x}_5 = 53.1779$  and  $\bar{x}_6 = 51.6127$ .

**Table 5: ANOVA- Level of job satisfaction given teaching experience of the teacher(N=262)**

**Job satisfaction level**

	Sum Squares	ofDf	Mean Square	F	Sig.
Between Groups	185.885	5	37.177	2.093	.067
Within Groups	4547.831	256	17.765		
Total	4733.716	261			

Although there were some difference in the level of job satisfaction in the various years of work experience, Table 5 shows that there was no statistically significant difference in the level of job satisfaction scores among the six groups of teaching experience [F (5, 256)=2.093, p=.067]. The relatively small F ratio established indicates that there was less variability between the levels of years of teaching experience (caused by the independent variable) than there was within each age group (error term). A non-significant F test meant that the null hypothesis, which assumed that the population means was equal, was not rejected. Hence, it was concluded that given that there was no statistically significant difference in level of job satisfaction among the various groups of years of experience, there was no need to do post-hoc test analysis.

For the qualitative data collection techniques, the teaching experience of the secondary school principals interviewed is shown in Table 6

**Table 6: Teaching experience of secondary school principals**

Principal	P <sub>1</sub>	P <sub>2</sub>	P <sub>3</sub>	P <sub>4</sub>	P <sub>5</sub>	P <sub>6</sub>	P <sub>7</sub>	P <sub>8</sub>	P <sub>9</sub>	P <sub>10</sub>	P <sub>11</sub>	P <sub>12</sub>
Teaching experience	27	21	22	22	21	23	28	26	22	24	20	25

Source: Survey data (2016).

When asked how the years of teaching experience influence his job satisfaction, a secondary school remarked:

*I love my job and the students. I try to understand problems, I derive a lot of satisfaction when they pass. I know they entirely depend on me and my hard work. I believe in delivering because that is the only way (P<sub>1</sub>)*

Principal P<sub>1</sub> revealed through verbatim quotation that he loved his students and his job an indication that he was satisfied with his job much as he has been teaching for the last 27 years. Similarly, a study done by Crossman and Harris (2006) on the job satisfaction of secondary school teachers in England, indicated a curvilinear type of relationship between length of service (teaching experience) and the teachers' job satisfaction. The results indicated that satisfaction was high for early career teachers, decreasing at the midpoint of their careers, and rebounding again towards the end of their teaching careers. In the early periods of employment there were more new things to be learnt from the job, and teachers gained a sense of pleasure from their teaching jobs. But, through time, they develop confidence, new skills and abilities which influence their satisfaction.

A different relationship was found in other studies, Akiri and Ogborugbo (2009) indicated that teaching experience and job satisfaction were negatively related - an increase in teaching experience was followed by a decrease in job satisfaction. They found that the most experienced teachers were the least satisfied with their teaching careers, and concluded that years of teaching experience significantly negatively influenced the teachers' career satisfaction (*ibid*).

Bolin (2007) results showed significant correlations between the teachers' satisfaction and length of service - the higher the teachers' length of service, the more the teachers were satisfied with their self-fulfillment, salaries, and collegial relationships. In contrast, in the USA, Tillman and Tillman (2008) investigated the relationships between length of service and the teachers' job satisfaction and found no significant relationship between the teachers' teaching experience and job satisfaction.

When asked how teaching experience influenced job satisfaction, a female principal remarked:

*I hardly have sleep. As days pass, teaching is becoming more difficult. I do not sleep. (P<sub>5</sub>)*

P5 has clearly revealed in verbatim that teaching has become difficult each day. She has clearly shown that she does not sleep. Similarly, Akiri and Ogborugbo (2009) indicated that teaching experience and job satisfaction are negatively related - an increase in teaching experience was followed by a decrease in job satisfaction. Further they revealed that the most experienced teachers were the least satisfied with their teaching careers, and concluded that years of teaching experience significantly negatively influenced the teachers' career satisfaction (*ibid*).

When asked how teaching experience influenced job satisfaction, a male principal remarked:

*I know what I am supposed to do after teaching for all this long. I know what I am doing and I know am doing the right thing. Maybe, a few things I may not do perfect because of the things I have talked about but am aware what I am supposed to do (P<sub>8</sub>)*

Principal P8 revealed in verbatim that he knew what he was supposed to do after teaching for 28 years. An indication that job satisfaction increases with increase in teaching experience. Similarly, a study done by Crossman and Harris (2006) on the job satisfaction of secondary school teachers in England, indicated a curvilinear type of relationship between length of service (teaching experience) and the teachers' job satisfaction. The results indicated that satisfaction was high for early career teachers, decreasing at the midpoint of their careers, and rebounding again towards the end of their teaching careers. In the early periods of employment there were more new things to be learnt from the job, and teachers gained a sense of pleasure from their teaching jobs. But, through time, they developed confidence, new skills and abilities which

influenced their job satisfaction. Research done by Mertler (2004) reported similar findings, with teachers early in their teaching careers as well as those nearing the end of their careers indicating higher levels of job satisfaction than teachers who were in the middle of their careers (a U-shaped relationship).

In contrast, Akiri and Ogborugbo (2009) indicated that teaching experience and job satisfaction are negatively related - an increase in teaching experience was followed by a decrease in job satisfaction. In their study, the most experienced teachers were the least satisfied with their teaching careers, and concluded that years of teaching experience significantly negatively influence the teachers' career satisfaction (*ibid*).

Qualitative data was also analyzed to find the influence of teaching experience on job satisfaction and the themes that emerged are; after teaching for this long, because of my teaching experience, hardly sleep, becoming difficult each day. Qualitative findings on teaching experience had mixed findings on job satisfaction.

Teaching experience and gender too had statistical significant influence on job satisfaction among teachers. For instance using teaching experience of 1-5 years as reference, teachers with experience of 6-10 years recorded .927 units of overall job satisfaction less, while those with 21-25 years of experience recorded overall job satisfaction of 1.673 more, among others.

## **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

The study investigated the influence of teaching experience on job satisfaction among the teachers. It was investigated by exploring whether teaching experience differences among the secondary school teachers significantly influenced their level of job satisfaction. A one-way Analysis of Variance (ANOVA) was used to test the hypothesis that “there is no statistically significant difference in job satisfaction of secondary school teachers of different years of teaching experience”. The difference in mean scores between the teachers with different teaching experience was small ranging from 50.1 to 53.2. The effect of size, calculated using eta squared confirmed this. The resulting eta squared value was .039, which was considered a small effect size.



Although there were some difference in the level of job satisfaction in the various years of work experience it was not a statistically significant difference in the level of job satisfaction scores among the six groups of teaching experience [ $F(5, 256)=2.093, p=.067$ ]. The relatively small F ratio established indicated that there was less variability between the levels of years of teaching experience (caused by the independent variable) than there was within each age group (error term). A non-significant F test meant that the null hypothesis, which assumed that the population means was equal, was not rejected. Hence, it was concluded that given that there was no statistically significant difference in level of job satisfaction among the various groups of years of experience, there was no need to do post-hoc test analysis. Qualitative data was also analyzed to find the influence of teaching experience on job satisfaction and the themes that emerged are; after teaching for this long, because of my teaching experience, hardly sleep, becoming difficult each day. Qualitative findings on teaching experience had mixed findings on job satisfaction. It was concluded that there was no statistically significant difference in level of job satisfaction among the various groups of years of experience.

The Teachers' Service Commission should mount mentorship programs for newly recruited teachers (0 teaching experience) mainly to enhance their self-esteem at work. This is because the study reported that relatively younger teachers were dissatisfied in their jobs.

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