



DOES AGE MATTER? JOB SATISFACTION OF PUBLIC SECONDARY SCHOOL TEACHERS.

Education

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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 influence of age on job satisfaction of public secondary school teachers in Kisii Central Sub-County, Kenya. 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. Age had an influence on job satisfaction [$F(3,258) = 3.31, p = .021$]. This study recommends further research in gender and efficacy school management among secondary school principals in Kisii Central Sub-County.

KEYWORDS

job satisfaction, age, secondary school teachers

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.

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 Kenya, Njiru, (2014) revealed that job satisfaction increased with age because the individual came to adjust to his/her work and life situation. Job satisfaction tended to increase as workers grew older because the extrinsic rewards tended to increase with age. There might also have been a positive relationship between age and job opportunities since the upper levels administration were usually not open young men and women. Another factor contributing to the age-job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence and these feelings contributed to greater level of job satisfaction. However, the influence of age on public secondary school teachers in Kisii Central Sub-County was not known.

Research on the influence of age on job satisfaction gives mixed results. One argument assumes a linear and direct relationship between age and job satisfaction, where the higher the teacher's age, the higher the level of job satisfaction. Findings of a study conducted among teachers in Finland revealed that there was a strong positive relationship between the teachers' age and job satisfaction (Rasku and Kinnunen, 2003). They found that teachers' job satisfaction was linked

to their age. This point of view finds support in Bennell and Akyeampong (2007) who found out that young Tanzanian teachers were less satisfied with their jobs than their older counterparts. Contrary findings by studies (Crossman & Harris, 2006) indicated that age had no significant influence on teachers' job satisfaction. However, Dehaloo (2011) found out that the least motivated teachers were from the age categories 27 to 54 years.

Influence of age 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 age on job satisfaction was studied.

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

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) suggested that job satisfaction increases with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase as workers grow older because the extrinsic rewards tend to increase with age. There might also be a positive relationship between age and job opportunities since the upper levels administration are usually not open to young men and women. Another factor contributing to the age-job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence and these feelings contribute to greater level of job satisfaction.

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.

One important consideration as the workforce grows older is why job satisfaction varies with age. Hertzberg *et al.*, (1959) suggested that job satisfaction increases with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase as workers grow older because the extrinsic rewards tend to increase with age. There might also be a positive relationship between age and job satisfaction since the upper levels administration are usually not open to young men and women. Another factor contributing to the age-job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence and these feelings contribute to greater level of job satisfaction.

Maslow (1954) and Herzberg *et al.*, (1959) concur that job satisfaction might tend to increase as workers grow older because the extrinsic rewards tend to increase with age. There might also be a positive relationship between age and job opportunities since the upper levels administration are usually not open to young men and women. Another factor contributing to the age-job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence and these feelings contribute to greater level of job satisfaction.

LITERATURE REVIEW

Several studies (Fitzmaurice, 2012; Nasser, Al-Kahtani and Zanol, 2014; Abdulla, Parasuraman and Uli, 2009; Oladipo, Uchenna and Unuoha, 2013; Mukuni, 2013 and Wangai, 2012) have studied age and job satisfaction and most studies have shown that job satisfaction increased with age.

In a study Fitzmaurice (2012) studied influence of age on job satisfaction in Ireland using a sample size of 115 where job satisfaction was measured using the 36 item job satisfaction survey (JSS) and data was analyzed using the Statistical Package for Social Sciences (SPSS) version 18.0. ANOVA was used to compare the differences in job satisfaction with respect to age. "Group 1 consisted of those aged 18-25 years, group 2 of 26-35 years, group 3 of 36-45 years and group 4 of 46-65 years. An independent sample t-test was carried out to assess hypothesis 4, comparing job satisfaction between the group 1 (18-25 years) and group 4 (46-65 years). The mean score for job satisfaction amongst participants aged 18-25 years was 146.1277 with a standard deviation of 24.71016. With regards to participants aged 46-65 years, the mean score for job satisfaction was 155.7500 with a standard deviation of 19.73209. There was a significant difference in job satisfaction between the two groups, ($t(65) = -1.543, p = .0128$). Overall, results indicated that participants aged between 46-65 years experienced higher job satisfaction than those aged between 18-25 years" (Fitzmaurice, 2012 p, 33). The results indicated that the higher the age, the higher the job satisfaction experienced.

However, in the reviewed study analysis was done by an independent sample t-test while in the present study analysis was done using ANOVA. This was because there were four groups of age and there was need to find out whether there was a difference in the means of the different groups. In the study by Fitzmaurice (2012), only quantitative data was studied and there was need for a study of both quantitative and qualitative data as was in the present study because the qualitative data complemented the quantitative data.

In another study, Nasser, Al-Kahtani and Zanol (2014) attempted to determine the impact of some demographic factors such as position, age, experience and marital status on job satisfaction among banking employees in the kingdom of Saudi Arabia and the sample size consisted of 274 employees working in different banks. Job satisfaction scale developed by Singh, (1987) with biographical blank was distributed to the bank employees to collect the data. Data was analyzed using t-test in order to make comparison between various groups. The findings of the research revealed that the younger and older in age group and high and low work and single group of bank employees differed significantly in job satisfaction. The study on bank employees cannot be generalized to the secondary school teachers because these two populations work in totally different settings, the teacher works in the classroom and the bank employee in the bank and therefore the study of the bank employees cannot be generalized to the teachers. In addition, in the study Nasser *et al.*, (2014) only

questionnaires as data collection instruments were used but the present study used both questionnaires and interviews which provide a better understanding of the research question than when either was used by itself.

In another study Alzaid (2008) studied secondary school head teachers' job satisfaction in Saudi Arabia. This study adopted a sequential exploratory strategy based on a mixed methods approach. The qualitative data generated identified the factors leading to job satisfaction and dissatisfaction. The quantitative data revealed that factors causing dissatisfaction were: lack of authority to transfer underperforming teachers, lack of finance and manpower for the cleaning of school buildings, lack of financial resources to improve school buildings, salary, poor revenue from school meals as a financial resource, and lack of financial reward. To explore the relationship between job satisfaction and the selected variables, a Kruskal-Wallis (non-parametric statistical test) revealed significant differences between job satisfaction in terms of morale. In addition, a Kruskal-Wallis-test revealed significant differences between job satisfactions in head teachers' practices according to completion of the head teachers' training programme. However, there were no significant differences between job satisfaction related to age.

However, in the study Alzaid (2008) in Saudi Arabia non parametric statistics were used while in the current study parametric statistics were used. Therefore, in the reviewed study, assumptions of normality, randomness of a sample were violated.

In another study Abdullah, Parasuraman and Uli (2009) investigated the empirical evidence on the differences in the job satisfaction among secondary school teachers in Sabah, Malaysia where a sample size of 200 was included in the study. The respondents were selected from five schools using probability sampling and the questionnaire was the instrument used. Results indicated that older teachers were more satisfied with their job than the young graduates. The only instrument used was questionnaires while the current study used both questionnaires and interviews. The combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself and both 'numbers' and 'stories' about an issue provide a condensed understanding of a problem as well as the details.

However, Oladipo, Uchenna and Unuoha (2013) studied age, gender and marital status as factors of job satisfaction among print workers in Nigeria. For this study a sample size of 199 participants was selected using convenience sampling and they adopted an *ex post facto* research design. Minnesota job satisfaction questionnaire was used to measure job satisfaction. SPSS version 17.0 was used in analysis. Hypotheses were tested with a student t-test and one-way ANOVA. Younger employees were less satisfied compared to the old. Kenyan teachers have several issues affecting them and therefore a study on print workers cannot be generalized to secondary school teachers. In the reviewed study convenience sampling was used while the present study used probability sampling was used and each subject of study had equal chances of participating in the study hence a representative sample of the population under study.

In a study Mengistu (2012) investigated job satisfaction of secondary school teachers in Ethiopia where a mixed-methods sequential explanatory design was used. In the quantitative phase, the data collection was done by means of a self-constructed structured questionnaire that focused on four work factors that were identified during the literature review, namely salary and benefits, management, work characteristics, and interpersonal relationships. The stratified, random sample consisted of 300 secondary school teachers in Addis Ababa. The data were statistically analyzed using the Statistical Package for the Social Sciences (SPSS) computer software programme, and the results were appropriately interpreted. Qualitative data was obtained from interviews which were conducted with a sample of 10 teachers who were purposefully selected from a larger sample. The data were analyzed by using the constant comparative method. The results made a significant contribution to new knowledge and understanding of current issues relating to the job satisfaction of teachers in selected secondary schools in Addis Ababa. The data indicated that teachers who were 50 years and older, were significantly more satisfied with their work than the younger teachers. However, in the reviewed study Mengistu (2012) both quantitative and qualitative data were used. Qualitative data from interviews was analyzed by

constant comparative method while in the present study; the qualitative data from interviews was analyzed by thematic analysis. Constant comparative method is a process in which newly collected data is compared with previous data which was collected in one or more earlier studies while thematic analysis qualitative data is analyzed as per the themes/patterns that emerge as per a given data set.

In Kenya, Mukuni (2013) investigated 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 where questionnaires and observation schedules were used. SPSS was used in analysis. Results indicated that there was an equal representation of respondents from both gender of teachers and principals in the sample population. The study showed that majority of the teachers were aged between 41 and 45 years of age while the principals were aged between 46 and 50 years and were satisfied with their jobs. "Concerning age, majority of principals (58%) was aged between 46 and 50 years of age. Although, the study by Mukuni (2013) was carried out in Kenya, it only studied 56 science teachers in Murang'a East district. A study on science teachers cannot be generalized to secondary school teachers hence there was need for another study that could involve all secondary school teachers as was with the present study.

In addition, Wangai (2012) investigated factors affecting job satisfaction among secondary school teachers of Mwatate District, Kenya. Target population was 217 teachers and out of these, 23 teachers responded forming a 10.5% sample size. Data analysis employed two statistical techniques namely descriptive and inferential. Frequency distribution tables, percentages, mean and mode were calculated. As of age, job satisfaction increased with age, the least job satisfaction being reported by the youngest workers. While the study was carried out in Kenya, a sample of 23 (10.5%) responded to the questionnaires. This was unrepresentative of the population under study hence need for another study. Therefore, the current study had a sample of 306 secondary school teachers and 12 secondary school principals that could mirror the population in several aspects.

In another study, Otanga and Mange (2014) explored demographic and school-context predictors of teachers' job satisfaction. The study was conducted among a convenient sample of 123 primary school teachers from Coast Province, Kenya, attending a seminar on strategic planning in schools in Mombasa. A researcher developed questionnaire was administered. Descriptive statistics in the form of percentages, means and frequencies were used for analysis and presentation. Demographic variables and teachers' job satisfaction research posted mixed results concerning the relationship between demographic variables and teacher job satisfaction. Research on the influence of age on job satisfaction gave mixed results. One argument assumed a linear and direct relationship between age and job satisfaction, where the higher the teacher's age, the higher the level of job satisfaction.

However, Otanga & Mange (2014) sample of study was sampled by convenience sampling and considered unrepresentative for the study while the present study used stratified sampling in which the sample under study was sampled all through first to ensure representation of the school level and then gender. Further, in the study the sample studied involved primary school teachers and it could not mirror the secondary school teachers who may experience different job satisfaction.

METHODOLOGY

The mixed method approach was used 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). 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).

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 (Creswell, 2014).

RESEARCH INSTRUMENTS

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

QUESTIONNAIRES

Questionnaires were used as data collection instruments because; they are inexpensive, they gather a large amount of data, wide ranging can be well designed, simple and clear and self-administering can be made anonymous and since they are presented on paper format there is no opportunity for interviewer bias (Mugenda and Mugenda, 2009). Anonymity was ensured by the respondents not writing their names or schools. 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.

Interview Schedule for the Secondary School Principals

Orodho (2009) points out that an interview schedule is a set of prepared questions designed to be asked exactly as worded. The same questions were asked to each interviewee in the same order in aspects that were in line with the study's objective, influence of marital status on job satisfaction. Twelve Secondary school Principals were interviewed in their offices and were audio recorded after they consented (Guest & Laura, 2013). Those that consented to be interviewed filled a consent form, which also informed them of adherence to anonymity, confidentiality and voluntary participation. Anonymity was ensured by not using real names (instead P₁, P₂, ..., P₁₂ was used). Findings were only to be used for this study.

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

Table 2: Respondents' age

Age (Years)	N	%
25 and Below	41	15.6
26 – 35	122	46.6
36 – 45	86	32.8
46 and above	13	5.0
Total	262	100

Respondents' Gender and Age

On the age of the respondents, the study findings show that majority of the teachers in Kisii Central Sub-County were 35 years and below, with 122 (46.6%) of them being in the age bracket of 26 – 35 years and those younger than 25 years of age being 41 (15.6%). Nearly a third 86 (32.8%) others were in their middle age 36-45 years.

Table 3: Distribution of respondents by age and gender

	≤ 25 Yrs.	26-35 Yrs.	36-45 yrs.	≥ 46 yrs.
Male	25 (60.1%)	73 (59.8%)	52 (60.5%)	7 (53.8%)
Female	16 (39.9%)	49 (30.2%)	34 (39.5%)	6 (46.2%)
Total	41(15.6%)	122 (46.6%)	86 (32.8%)	13 (5.0%)

Source: Survey data (2016)

It was evident from Table 3 that male teacher respondents formed the bulk of all teacher age brackets in the study. These findings agreed with earlier findings that the male formed majority of the teachers. Cross tabulation enables one to examine relationships within the data that might not be readily apparent when analyzing total survey responses. The age of the secondary school principals who took part in interviews is shown in Table 4

Table 4: Distribution of secondary school principals by age

Age	N	%
46-50	9	75
51-55	2	17
56-60	1	8
Total	12	100

Source: Survey data (2016)

Table 4, shows that most 9 (75%), of the principals were of ages 46-50. Ages 51-55 formed 2 (17%) and 56-60 formed 1 (8%) of the respondents who took part in the interview.

Influence of Age on Job Satisfaction of Public Secondary School Teachers in Kisii Central Sub-County.

This objective was to establish the influence of age on job satisfaction. It was investigated by exploring whether age differences of the secondary school teachers significantly influenced their level of job satisfaction. A one-way Analysis of Variance (ANOVA) was computed to test the hypothesis that, "there is no statistically significant difference in job satisfaction of secondary school teachers of different ages".

Table 5: Descriptive Statistics on level of job satisfaction given age (N=262)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
25Yrs and below	41	50.2646	3.41112	.53273	49.1880	51.3413
26-35 Yrs	122	51.4375	3.48091	.31515	50.8135	52.0614
36-45 Yrs	86	50.3907	5.43493	.58606	49.2254	51.5559
46Yrs and above	13	53.7477	3.10866	.86219	51.8691	55.6262
Total	262	51.0250	4.25874	.26311	50.5069	51.5430

The difference in mean scores between the different age groups was small ranging from 50.3 to 53.7. The effect of size, calculated using eta squared confirmed this. Eta squared was calculated by dividing the sum of squares for between groups (175.43) by the total sum of squares (4733.72). The resulting eta squared value was .037, which in (Cohen and Cohen's, 1988) terms would be considered a large effect size. Cohen classifies .01 as a small effect, .06 as a medium effect and .14 as a large effect.

Similarly, a study in Benin by Ofuani (2010) found that teachers' job satisfaction was linked to their age. This point of view finds support in Bennell and Akyeampong (2007) who found that young Tanzanian teachers were less satisfied with their jobs than their older counterparts. However, the study differs with a study in Malaysia by Abdullah *et al.*, (2009) which established that teachers who were older were more satisfied than younger teachers. In addition, findings by studies Crossman & Harris (2006) indicated that age had no significant influence on teachers' job satisfaction. However, in South Africa, a study by Dehaloo (2011) established that the least satisfied teachers were from the age categories 27 to 54 years.

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 variables (age) was measured in categorical scale. Age was divided into four groups according to the teachers' ages (Group 1: below 25 years; Group 2: 26-35 years; Group 3: 36-45 years; Group 4:46 years and above). The suitability of data was first checked to establish its appropriateness for the use of ANOVA test. Table 4.19, shows the test of homogeneity of variances and indicates that the data met the required assumption for the test.

Table 6: Test of Homogeneity of Variances

Job Satisfaction Level			
Levene Statistic	df ₁	df ₂	Sig.
1.076	3	258	.360

The Levene test for homogeneity of variances, which tests whether the variance in scores is the same for each of the four groups, was not significant (Sig. value = .360). This means that the assumption of homogeneity of variance was not violated.

The results were further subjected to hypothesis testing, using an ANOVA test. The null hypothesis tested is, "there is no statistically significant difference in job satisfaction of secondary school teachers of different ages".

The statistical model used was:

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

$$H_1: \bar{x}_i \neq \bar{x}_j \neq \bar{x}_k \neq \bar{x}_l$$

$$\bar{x}_1 = 50.26, \bar{x}_2 = 51.43, \bar{x}_3 = 50.39, \bar{x}_4 = 53.75$$

Where $\bar{x}_1, \bar{x}_2, \bar{x}_3$ and \bar{x}_4 were the sample means of the different groups of ages.

Table 7: ANOVA; Level of job satisfaction given age of the teacher (N=262)

Job Satisfaction Level					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	175.430	3	58.477	3.310	.021
Within Groups	4558.286	258	17.668		
Total	4733.716	261			

Table 7, shows that there was a statistically significant difference at the p<.05 level in job satisfaction scores for the four age groups [F (3, 258) =3.31, p=.02].The relatively small F ratio established indicates that there was less variability between the age groups (caused by the independent variable) than there was within each age group (error term). A significant F test meant that the null hypothesis, which assumed that the population means was equal, was rejected. This meant the null hypothesis which assumed equal population means was rejected and alternative hypothesis was accepted. This meant that age influenced job satisfaction.

Contrastingly, in Albania Rapti & Karaj (2012) indicated that there was a significant positive relationship between age (r=.094, p=.005) and working years (r=0.066, p=0.047). In addition, a study by Bennell and Akyeampong (2007) found out that young Tanzanian teachers were less satisfied with their jobs than their older counterparts. Contrary findings by studies (Crossman & Harris, 2006; Otube, 2004) indicated that age had no significant influence on teachers' job satisfaction. However, a study in South Africa by Dehaloo (2011) found that the least satisfied teachers were from the age categories 27 to 54 years.

However, although it was concluded from the ANOVA test that there was significant difference in the level of job satisfaction between the age groups, it did not show which of the groups differed. Hence, post-hoc test analysis was further performed to determine the groups that differed significantly. This is shown in multiple comparisons test results in Table 8.

Table 8: Multiple comparisons; Level of job satisfaction by age of the Respondents (N=262)

Dependent Variable: Job Satisfaction Level Tukey HSD						
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
25Yrs and below	26-35 Yrs	-1.17282	.75877	.412	-3.1349	.7893
	36-45 Yrs	-.12606	.79772	.999	-2.1889	1.9367
	46Yrs and above	-3.48306*	1.33790	.048	-6.9427	-.0234
26-35 Yrs	25Yrs and below	1.17282	.75877	.412	-.7893	3.1349
	36-45 Yrs	1.04676	.59183	.291	-.4836	2.5771
	46Yrs and above	-2.31023	1.22633	.238	-5.4813	.8609
36-45 Yrs	25Yrs and below	.12606	.79772	.999	-1.9367	2.1889
	26-35 Yrs	-1.04676	.59183	.291	-2.5771	.4836
	46Yrs and above	-3.35699*	1.25080	.039	-6.5914	-.1226
46Yrs and above	25Yrs and below	3.48306*	1.33790	.048	.0234	6.9427
	26-35 Yrs	2.31023	1.22633	.238	-.8609	5.4813
	36-45 Yrs	3.35699*	1.25080	.039	.1226	6.5914

*. The mean difference is significant at the 0.05 level.

Tukey HSD Post-hoc test results is a stepwise multiple comparison procedure used to identify sample means that are significantly different from each other. It is often used as a post hoc test whenever a significant difference between two or more sample means has been revealed by ANOVA as was in the present study. Tukey HSD Post-hoc test results showed that that the mean score for the 25 years and below age group was significantly different (Sig. level = .048) from the 46 years and above age group. The teachers who were aged 25 years and below had significantly lower scores (M=50.26, SD=3.41) in job satisfaction than their counterparts aged 46 years and above (M=53.75, SD=3.11). Similarly, oldest teachers (46 years and above) had higher job satisfaction than both the teachers aged ≤ 25 years and 36-45 years.

Similarly, a study by Bolin (2007), determined significant correlations between age and job satisfaction where older teachers derived greater satisfaction from self-fulfillment, salary and collegial relationships. In contrast, a study by Sargent and Hannum (2005) also pointed out that younger teachers were significantly less satisfied with their jobs than their older counterparts. In addition, a study by Crossman and Harris (2006) in England using teachers as participants, found neither a typically linear nor a typically curvilinear relationship between the age of a teacher and job satisfaction.

Results from qualitative data indicated that the secondary school principals were between 45 and 58 years of age. This has been shown in Table 9

Table 9: Age of Secondary School Principals (N=12)

Principal	P ₁	P ₂	P ₃	P ₄	P ₅	P ₆	P ₇	P ₈	P ₉	P ₁₀	P ₁₁	P ₁₂
Age	58	47	48	49	45	49	46	53	48	51	46	50

Source: Survey data (2016).

Relating the ages of the principals with their job satisfaction the excerpts revealed that most principals were dissatisfied with their job. When asked about how age affected him as far as teaching was concerned a principal narrated:

.... I hardly do follow-ups on all the assignments I give because of my age, but normally I take note of the need to follow-up (P₁)

Principal P₁ revealed through his excerpts that he hardly did follow-up on assignments because of his age however he took note of the need to follow up. However, a study conducted by Crossman and Harris (2006) in England indicated a curvilinear type of relationship between age and 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. However, in India, a study by Tirupathi (2013) found that teachers were satisfied with their work load. Further, in Botswana, a study by Monyatsi (2012) revealed that job satisfaction seemed to increase with age.

When asked about how age affected him as far as teaching was concerned P₂ revealed:

I like reading more than writing, so I may have the information in my mind but writing it is a problem; I dictate more than writing to students (P₂).

Concerning how age affected him in teaching, P₂ through verbatim quotes revealed that he read more than he wrote and so he ended up dictating a lot to the students. Similarly, a study by Bolin (2007) established significant correlations between age and job satisfaction where older teachers derived greater satisfaction from self-fulfillment, salary and collegial relationships. In addition, in Albania a study by Rapti and Karaj (2012) indicated that young teachers were more dissatisfied with their job than elder ones. In contrast, a study by Sargent and Hannum (2005) established that younger teachers were significantly less satisfied with their jobs than their older counterparts. In addition, a study in England by Crossman and Harris (2006) using teachers as participants, found neither a typically linear nor a typically curvilinear relationship between the age of a teacher and his/her job satisfaction. The researchers found a relatively high job satisfaction in the 22-30 and 41-50 age groups, followed by a decrease in the job satisfaction in the 31-40 age groups, and a slightly declining level of job satisfaction in the 50+ age group.

When asked about how age affected her as far as teaching was concerned P₈ reckoned:

The follow up because of the amount of work and age, I may not have adequate time (P₈).

Principal P₈ a female principal revealed that she was not able to do follow-up because she had a lot of work and her age hence she lacked time. Similarly, a study in England, Crossman and Harris (2006) indicated a curvilinear type of relationship between length of age 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 satisfaction. However, a study by Akiri and Ogorugbo (2009) indicated that age and job satisfaction were negatively related - an increase in age was followed by a decrease in job satisfaction.

When asked about how age affected him in teaching a principal revealed:

Not knowing all the students enough and follow-up of the assignments because of age and the job (P₁₂).

Principal P₁₂ a male principal revealed through verbatim quotes that he did not know all the students because of age and the job an indication of age increasing as job satisfaction decreases for the secondary school principal. Similarly, in Uganda a study by Garrett and Ssesanga (2005) showed that age significantly influenced teachers' job satisfaction, with the younger teachers more likely to derive satisfaction from the extrinsic aspects of their job, and their older counterparts derived satisfaction from the intrinsic aspects of teaching. This finding was confirmed by Bolin (2007) who determined significant correlations between age and job satisfaction where older teachers derived greater satisfaction from self-fulfillment, salary and collegial relationships. In addition, in Ireland the majority of the respondents (60%) and (91%) of teachers and head teachers respectively in secondary schools were 41 years of age and above (Fitzmaurice, 2012). However, some studies done have established that though teachers' age was significantly negatively related to teachers' job satisfaction, majority of those teachers who were leaving the profession were usually the young (Akiri and Ugorugbo, 2009).

In contrast, a study in Uganda by Sargent and Hannum (2005) pointed out that younger teachers were significantly less satisfied with their jobs than their older counterparts. In addition, a study in India by Tirupathi (2013) found that teachers were not affected by their age. Therefore it could be concluded that age had an influence on job satisfaction where the young were satisfied with their jobs and as age increased they become dissatisfied.

The findings of the study indicated that age of the teacher significantly influences overall job satisfaction. For example, teachers aged 25 years and below had overall job satisfaction of 1.007 units less than that of teachers aged 26-35 years, the reference age. Similarly, teachers aged 36-45 years had overall job satisfaction of 1.780 less than their counterparts aged 26-35 years. On the contrary, teachers aged 46 years and above recorded overall job satisfaction of .922 units more than their counterparts aged 26-35 years.

CONCLUSION

The study findings established that there was a statistically significant influence of age on job satisfaction; however, the effect size was small.

The study recommended that the Teachers' Service Commission should mount mentorship programs for newly recruited teachers mainly to enhance their job satisfaction. This is because the study reported that relatively young teachers were dissatisfied in their jobs.

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