

# Government Policy Framework Factors for Job Satisfaction among Tutors and Teacher Trainee Performance in Public Teacher Training Colleges in Kenya

Patrick Juma Achola (PhD) and Jane Irene Dawo (PhD)

*Department of Educational Foundations and Management, Maseno University, Kenya.*

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**Abstract:** Job satisfaction is vital for appropriate organizational behavior. Thus, employee attitudinal response to his or her organization influences job performance. It has been observed that quality passes among teacher trainees in our Public Teacher Training Colleges (PTTCs) in the country have been on the decline. The recent data reveals that out of 12,438 candidates who sat PTE Examinations in 2017, only 5 candidates scored distinctions, 4992 had credit, 886 had passed and 5932 failed. Furthermore, performance among teacher trainees has been noted to be declining since 2014 given the ranking as per college means for PTE analysis 2016 results among the top 5 Primary Teachers Training Colleges. The objective of the study was to establish the influence of government policy framework factors on job satisfaction among Tutors on teacher trainee performance. A conceptual framework was used to show the interaction between study variables that influence job satisfaction among tutors and teacher trainee performance. The study established that government policy framework factors of job satisfaction among tutors had an influence on teacher trainee performance, especially the impact of the existence of properly coordinated government policy guidelines on the provision of teaching and learning facilities coupled with other related infrastructures in colleges. This was found to be crucial in motivating tutors at a statistically significant level whereby  $r = 0.807$  at a  $p$ -value of 0.05. The findings of this study are recommended to be used by college administrators, the Ministry of Education, the Kenya Institute of Curriculum Development, and TSC to initiate and develop policies that could help improve job satisfaction among tutors in PTTCs for improved teacher trainee performance in the country.

**Keywords:** Government policy framework, trainees' performance, job satisfaction, teacher trainees, tutors, public teacher training colleges.

## I. Introduction

### Background to the Study

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 (MOE) and the Teachers' Service Commission [TSC] (Bennaars & Otiende, 2013). The country has about 23,000 primary schools with over 220,000 teachers in addition to about 8500 secondary schools with 85,000 teachers, MOE (2013). Most of these teachers in primary schools are P1 certificate holders trained at the 22 public primary teachers' training colleges. Diploma in Education holders are trained at four Public Diploma Teachers' Training Colleges, that is, Kagumo, Lugari, Kenya Technical Teachers' College and Kibabii. 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 even though it's assumed all tutors have qualifications and relevant training. The consequences of this have been the poor performance among Teacher Trainees in their PTE Examinations over the years. Furthermore, cases of indiscipline among tutors, a high rate of turnovers, 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 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 an influence on job satisfaction among Tutors and more so they could have an impact on Teacher Trainees' performance. It's from this viewpoint and background information that this study intends to establish whether the selected factors influencing Job satisfaction could be having an impact on Teacher Trainees' Performance in their examinations. In Africa, the research findings indicate that the deployment of teacher educators seems almost to be homogenous. For example, in South Africa, Tanzania and Uganda there are colleges offering certificates for primary school teachers and diplomas in education for both primary and secondary schools. Most 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 mechanisms that are meant to enhance job satisfaction

among tutors as they do encounter similar challenges and prospects 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 the curriculum offered (Coombs, 2005). All the primary and diploma teachers' colleges are staffed with tutors who hold first degrees plus a few with master's in education in different categories of disciplines. There are also a few tutors who are holders of diplomas in education especially in certain categories on special subjects like ICT, Home Science, Agriculture, Arts & Crafts, and Music. Most 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, the majority are initially posted to teach in secondary schools. The same teachers after gaining teaching experience in secondary schools as classroom teachers, HODs, Deputy Principals, or even Principals are usually transferred to colleges as tutors to train teachers at the Primary and Diploma Teacher Training College levels.

Other PPTC and DTE tutors are usually posted straight upon completion of a university degree or diploma in special subjects like Creative Arts, ICT, Home Science, Agriculture, and Music (MOE, 2013). The current staffing patterns mean that PTC tutors and DTE 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 implications as concerns service delivery. This explains why the principals of PTC recently called on the TSC in liaison with the Ministry of Education (MOE) to recruit Tutors who have relevant professional backgrounds and experience. Kenya Teachers' College Principals Association (KTCPA), also called on curriculum developers to craft a curriculum specifically meant for Teachers Trainers, (UNESCO, 2012). The TTC Principals have observed that most of the current crop of teacher trainers (Tutors) in local PTCs and DTE colleges tend to lack some level of competencies and proper professional background and experience in teaching adults whose age bracket ranges from 20-40 years. 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 a lack of specially designated Colleges/Universities for tutors in colleges (Teacher Trainers) and as a result, teachers in colleges have ended up lacking expertise in educational instruction appropriate for the college level.

The Government has rolled out the program to phase out the PTE Curriculum for PI Certificates and replaced it with Diploma in Primary Teacher Education (DPTE) Curriculum whose first cohort for take is scheduled for May 2021. The last cohort for PTE Curriculum was admitted during 2018/2018/2020 and was examined in November/December last year. According to KNEC guidelines and regulations pertaining to the 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 an 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 PTE examination in 2022. The study was designed to examine the influence of job satisfaction among tutors and how these 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 DPTE 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 DPTE curriculum to establish if the influence of job satisfaction under study will also influence the performance of incoming diploma trainees.

The above issues cited can be related to the analysis of 2016 PTE results selected randomly from 5 Public Teacher Training Colleges as an aspect of generalization. (KNEC Exams Analysis PTE 2016), where there is clear evidence that quality passes have been on the decline. The analysis is in a tabular form for comparison ranking colleges' mean for the top 5 PTTCs in PTE Examinations as given by KNEC Exams Analysis 2016. This was used as a baseline for the current study which was envisaged to investigate and establish the trend in terms of teacher trainee performance in all Public Teacher Training Colleges

Table 1.1: Pass comparison for PTE 2016 ranking as per college mean for the top 5 Public Teacher Training Colleges in the Country.

Ranking as per College Mean	College	Year	College Mean	% Pass
1	A	2016	4.27	87.80
		2015	4.35	91.95

		2014	4.89	92.44
2	B	2016	4.29	78.33
		2015	4.00	81.76
		2014	4.72	84.94
3	C	2016	4.29	65.27
		2015	4.04	90.82
		2014	4.08	93.25
4	D	2016	4.40	78.74
		2015	4.24	93.84
		2014	4.31	94.29
5	E	2016	4.437	82.01
		2015	4.478	92.80
		2014	3.885	97.68

Source: -KNEC Examination Results Analysis for PTE 2014- 2016

The results analysis in Table 1.1 indicates that performance in PTE Exams has been on the decline from 2014 in our PTTCs and this was established and confirmed by PTE 2017 results analysis which indicated that out of 12438 candidates who took the PTE 2017, examinations administered by KNEC, 5932 candidates failed, while 5878 managed to pass whereby only 5 candidates out of 12438 managed to pass with distinctions. The details concerning examinations performance as reported has major concern to the two main stake holders in education especially Teacher Training Colleges, Teachers Service Commission, Ministry of Education and Kenya National Examination Council. The Ministry of Education (MOE) in the recent past had established the National Primary Teachers Induction Course (NPTTIC) with the intention of addressing these concerns to help improve the quality of the primary teachers' graduates. It is within the background of this information that the study is set to establish the role of the Government policy framework on job satisfaction among tutors in public teacher training colleges and its influence on their job performance and Teacher Trainees' achievement. There is evidence that the previous studies somehow concentrated on job satisfaction and dissatisfaction among primary and secondary school teachers but ignored tutors in Primary Teacher Training Colleges. It is in light of this information that the current study will specifically focus on the selected factors of job satisfaction among Tutors in Public Teacher Training Colleges. Their work did not capture factors influencing job satisfaction among tutors in PTTCs and how this could impact teacher trainees' performance this is one of the knowledge gaps the current study endeavored to establish.

### **Government Policy Factors of Job Satisfaction Among Tutors and Teacher Trainee Performance in Teacher Training Colleges**

Robbins (2009) noted that those employees who are in higher-level teaching occupations are better paid and have better working then as a result they make are more satisfied. Research evidence shows that as individuals move up the hierarchy there is more satisfaction as higher-level occupations report that there is increased job satisfaction among employees. According to Dondo (2006), the current teacher trainee graduates are forced to stay out before being employed by TSC for almost 5 to 10 years. Under such circumstances, the respective Tutors are not motivated while at the same time, the trainees may not see the need to work hard as the prospects of employment are slim. Furthermore, Mumo (2008) found out that some tutors even after working for 10 years rarely get promotion to the next grade. This may cause job dissatisfaction. In as much as the current studies concur with the work of Dondo, (2006) and Mumo, (2008) on the delay of employment of trainees' graduate and promotion of tutors respectively, they did not explain how the government policy could influence the performance of the students in the learning institutions.

Daily Nation (October 4th, 2016) praised the Teachers Service Commission (TSC) for the timely action of promoting all teachers of different calibers including Tutors in Public Teachers' Training Colleges. There is evidence that tutors in PTTCs at one time were forgotten by TSC and could remain in the same grade for all their working life. One cannot be in the same position for years and continue to remain productive. After a while, the motivation wanes and apathy sets in resulting in low productivity. Without any challenge, they may not even see the need to upgrade their skills and further their educational level and with time, they relapsed into functional illiteracy. Those who cannot face this situation may be tempted to alcohol to dull frustration creating more problems

for the students and themselves. The major reason for this is that policy guiding promotion for teachers has not been very effective as there are many cases of tutors who have stagnated in one job group for more than a decade. Kenya National Union of Teachers (KNUT) and Kenya Union of Post-Primary Education Teachers (KUPPET) have been fighting for better terms and conditions for all teachers including Tutors in colleges. This has started to bear some fruits as harmonization of salaries of teachers employed by TSC to those employed by public service commission is yet to be accomplished. Furthermore the government effort to commit itself to harmonize the remuneration of all employees in the Public Service was formalized when Teachers Service Commission (TSC) entered in to Collective Bargain Agreements (CBAs) with Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) on 25th and 26th October 2016 respectively. The CBAs were based on job evaluation (JE) for the teaching service conducted by the Salaries and Remuneration Commission (SRC) in conjunction with TSC. The CBAs had a four –year implementation cycle with effect from 1st July 2017 to 30th June 2021 and will be implemented in four phases. This move should be encouraged because no one wants to join a profession where there are no possibilities of rising through a career path clearly spell out with prospects of climbing to the top. As much as this professional growth is commendable, the scheme of service for Tutors in public teachers training colleges and other related SNE programs should be thought about as a boost in their morale. While Spear and Peter (2009).in his study to establish in the United Kingdom, where he argued that job satisfaction was positively influenced by improved salary through promotion and job security. This relates to a reliable scheme of service for tutors and job security. The current study differed from their previous studies with respect to research design, methods of data analysis, and scope of the study. Furthermore, they only focused on the influence of these variables on job satisfaction and dissatisfaction but did not extend their investigation to establish how the same variables could impact the performance of the students, and this the gap in knowledge the study filled.

The Teachers Service Commission in pursuant to sections 11 (f) and 35 (i) of the TSC Act 2012 mandated the commission to monitor the conduct and performance of lectures/tutors/trainers in the teaching service. In this regard, the commission introduced an open Performance Appraisal System for tutors/trainers to strengthen supervision and to continuously monitor their performance in curriculum implementation at the institutional level. The appraisal is usually used to provide feedback, improve communication, and clarify roles and responsibilities. The principal provide oversight in performance appraisal for deployment, promotion, identification of training needs, and taking corrective measures in case of unsatisfactory performance. Barasa& Ngugi (2015) in their work pointed out that the old system of inspection and supervision did not motivate or bring out any element of satisfaction among teachers as they noted that the kind of appraisals given were often based on first impressions and biased. Nagata (2013) in his studies on factors influencing job satisfaction identified how the policy framework on supervision initiated by the ministry could influence job satisfaction and how these can impact Teacher Trainees' performance. The factors were identified as follows: -

Lack of perceived success; while there may be some validity to the belief that tutors have an affinity for the teacher trainee, it has never been substantial. Long teaching hours with little observable progress eventually take its toll more so if the immediate supervisor on the ground fails to recognize the little effort the teacher is trying to make then the teacher is most likely not to be motivated, hence lack of perceived success on the job affects tutors confidence, may lower their self-esteem and eventually contribute to dissatisfaction.

## II. Theoretical Framework

This study was guided by Fredrick Herzberg's Motivation-Hygiene Theory (1959) as cited in Herzberg, Mauser and Synderman(2014) which indicates that the two factors of job satisfaction and job dissatisfaction motivate employee job performance.

**Research Methodology:** The research design used was descriptive survey design and correlation research. Survey design provided numeric descriptions of some part of population and described the nature of existing conditions besides explaining events as they are, were or as they will be (Cohen & Manion, 2012). The study population consisted of 22 Principals and 1000 Tutors from Public Teachers Training Colleges in Kenya. The study adopted purposive sampling technique for principals, while tutors were sampled using stratified random sampling.

**Validity of Instruments:** Face validity was established by exposing the instruments to experts in education administration, at Maseno University. Their input improved the instruments.

**Reliability:** Test-re-test method were used to confirm the consistency of the results using the Pearson' product moment correlation. The instruments were considered reliable because a correlation coefficient of 0.8 was obtained for the principals and 0.79 for tutors questionnaires at the set critical p-value of 0.05. The two-correlation coefficient (r) obtained was considered high enough to judge the instruments as reliable for the study. Furthermore, the weaknesses and inconsistencies noted were corrected to make them more reliable, Cronbach, (2013).

### III. Results and Discussion

The tutors and the public TTC, principals were asked to give their opinion on the role of current government policy on job satisfaction among tutors and how this could impact on trainees.

Table 1.2. Opinion of tutors teaching in PTTCs on the influences of current government policy framework on job satisfaction among tutors and its impact on teacher trainee performance (n=290)

Influence of current Government policies	Scores					
	HS	S	SS	SD	HD	MR
Current government policy on Promotion of tutors.	20 (100)	40 (160)	50 (150)	110 (220)	70 (70)	2.41
Current government policy on deployment of tutors in PTTCs.	35 (175)	20 (80)	60 (180)	120 (240)	55 (55)	1.89
Current policy on supervision (QASO)	40 (200)	60 (240)	40 (120)	60 (120)	90 (90)	2.66
The government effort to provide learning facilities/Resources	110 (550)	70 (280)	35 (105)	40 (80)	35 (35)	3.24
Availability of advice from TSC on use of TPAD as an appraisal tool.	25 (125)	50 (200)	70 (210)	80 (160)	65 (65)	2.62
<b>Overall Mean</b>						<b>2.564</b>

Key: HS-Highly Satisfied, S-Satisfied, SS-Slightly Satisfied, SD-Slightly Dissatisfied, HD- Highly Dissatisfied, MR-Mean Rating.

From Table 1.2, the tutor’s opinion was sought on the role of government policy framework on influencing tutor’s job satisfaction and how this could impact on trainee’s performance. The tutors’ response to rating scale observed that the Ministry of Education so far had made effort to provide adequate teaching and learning facilities/resources whose satisfaction was above average according to the tutors. This translated into the rating scale scoring a mean of 3.24 which was moderate according to the satisfaction level indicator. The findings of the study further revealed that the availability of learning and teaching facilities if provided adequately by the ministry and other related stakeholders would make the tutors motivated and thus satisfied. This would further ensure that students have access to equipped laboratories and libraries which could enable them to perform well. The result of this study is consistent with the work of Spear and Peter (2009) on the influence of work environment and facilities who contended that sufficient provision of teaching and learning facilities in our learning institutions can improve students’ performance.

From Table 1.2, tutors’ opinion on the current ministry’s ability to provide opportunities for the tutors to attend INSET or capacity building courses organized by CQASO to sharpen their pedagogical skills was sought and their responses to the statement scale scored a mean rating of 2.66. The response somehow depicted that more than half of the tutors 150(52%) were dissatisfied with the current government opportunities for providing tutors to attend INSET and other capacity building courses. This could eventually translate into less motivation and poor performance among teacher trainees. The results of this study reveal that employees who are in higher level teaching occupation, are better paid and regularly in-served are more satisfied. Research evidence shows that such individuals perform better, and the major beneficiaries are the students.

Table 1.2 further sought the opinion of tutors on the role of current government policy on the promotion of tutors in PTTCs, the response scored a mean rating of 2.41 thus indicating that 145(50%) were dissatisfied with another 60(21%) of the tutors were slightly satisfied. The mean rating of 2.41 reveals a moderate level of satisfaction with the current government policy guidelines on promotion of tutors, thus translating into job dissatisfaction among tutors in PTTCs. In this regard, one of the tutors stated:

“When I joined this college after having been deployed from high school, I thought prospects for promotion were much better. However, there is evident that some tutors have stayed in one job group for more than 10 years. One cannot be in the same position for years and continue to remain productive. After a while the motivation wins and apathy sits in resulting into low productivity.”

The finding indicates that workers prefer fair pay system and established promotion regulation that are just not irregular and meet their expectations. The opinion of tutors on the availability of advice from both Directors of Education and TSC at the county level on the use of public funds, TPAD, and other appraisal tools for effective service delivery was sought. Their response to the statement scale scored a mean rating of 2.62 which was an indication that 145(50%) were dissatisfied with another 70(24%) being non-committal. The mean rating of 2.62 reveals that the level of satisfaction with respect to the role of Education and TSC county Directors was moderate and has a minimal influence on tutors’ motivation with respect to service delivery and thus, this has a further negative impact on teacher trainees’ performance. The result of this study is consistent with the work of Cummins (2004) who noted



that lack of qualified personnel in PTTCs and field officers to supervise colleges has been a big setback in the improvement of teacher-trainees performance. Furthermore, the findings of the study concur with the previous work of Ndebele and Lefoka (2007) who both agreed that defective policy guiding minimum entry qualification has some influence on teacher training performance as it has been fluctuating from D+ to C plain surrounded with a lot of political debate as to whether to lower it or raise it which is usually done without consulting the major stakeholders in the section. Lastly from the opinion of tutors on the effectiveness of the current Government policy on the deployment of tutors in PTTCs, the opinion of tutors was sought to ascertain whether it was reasonable and effectively accommodating teachers of all cadres. The response of the tutors to the statement scale scored a mean rating of 1.89 which was an indication that 170(59%) were dissatisfied with the current policy on the deployment of tutors, with another 50(17%) who were slightly satisfied. The study thus established that most tutors were dissatisfied with the current policy guiding the deployment of tutors in PTTCs.

The findings indicate that workers prefer a fair pay system regulated with a proper promotion policy. This is because salary is a vital factor in the teaching profession and noted further that salaries and allowances given by TSC are factors that significantly affect the status of Tutors hence there is need for TSC to remunerate the tutors well to enable them to improve their performance and status in the society.

The study further used correlation coefficient to establish whether there was relation between Government policy guidelines and job satisfaction in terms of improved subject mean performance among tutors in PTTCs. The Pearson correlation coefficient (r) was computed, and the results are as shown in Table 1.3.

Table 1.3: Relationship between Government policy guidelines and subject mean performance among tutors in PTTCs

		<b>Subject Mean Performance</b>
Governemnt policy guidelines	Pearson’s correlation	0.807
	Sig (2-tailed)	0.918
	N	290

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

From Table 1.3. it can be observed that there was a positive relationship between current government policy guidelines and job satisfaction among tutors. The relationship was statistically significant at (r=0.807, n=290, p<0.05), which was an indication that government effort to effectively improve in implementing positive policies on employment of tutors could result in to improved performance among trainees. Furthermore, the calculated p-value was .918 which was higher than the set critical p-value of 0.05 therefore confirming improvement in the provision of facilities and promotion of tutors could translate in to improved college mean performance.

Table 1.4: Principals of PTTCs on the influence of current Government policy on Job Satisfaction among tutors and how it impacts on Teacher Trainee’s Performance (n=18)

<b>Role on Ministry of Education</b>	<b>Scores</b>					
	<b>HS</b>	<b>S</b>	<b>SS</b>	<b>D</b>	<b>HD</b>	<b>MR</b>
The current policy guiding the promotion of tutors deployed in PTTCs	1(5)	0(0)	2(6)	8(16)	7(7)	<b>1.88</b>
Current government policy on Deployment of Tutors in PTTCs.	2(10)	1(4)	2(6)	4(8)	9(9)	<b>2.1</b>
Government policy on appraisal used by TSC through TPAD as evaluation tool.	5(25)	2(8)	1(3)	4(8)	6(6)	<b>2.78</b>
Ability of the Ministry of Education to provide sufficient T/Learning facilities.	6(30)	3(12)	1(3)	4(8)	4(4)	<b>3.2</b>
Policy guidelines on supervision by (QASO)	2 (10)	0(0)	3 (9)	5(10)	8(8)	<b>2.05</b>
<b>Overall Mean</b>						<b>2.402</b>

Key: HS-Highly Satisfied, S-Satisfied, SS-Slightly Satisfied, SD-Slightly Dissatisfied, HD-Highly Dissatisfied and MR-Mean Rating

From Table 1.4. The opinion of principals was sought to find out their view on the influence of current policy guidelines supervision by CQASO and how this could impact on tutors job satisfaction. The response of the principals in respect to this variable scored a mean rating of 2.05 which was an indication that the majority 13(72%) were dissatisfied with the current scheme of service for teachers. The study therefore established that the current policy guidelines supervision by CQASO has created dissatisfaction among tutors thus translating in poor performance among teacher trainee's in the recent past. The findings of the study indicates that a well programmed supervision policy and better remuneration structure will satisfy employees while it's absence will automatically lead to job dissatisfaction and can subsequently affect the performance of the students.

The findings of the study are consistent with the work of Okumbe (2009) who noted that teachers who had been promoted were always keen on sustaining high performance records compared to those who have stagnated in one grade for many years. The opinion of the principals on their view on the level of performance of both Directors of Education and TSC at county level to improve service delivery was sought their response according to Likert scale scored a mean rating of 2.78 which was an indication that 10(56%) were not satisfied with the current performance level of those Directors at County level. Besides that, 1(5.6%) of the respondents was slightly satisfied. The study therefore established that the level of performance among Directors of Education and TSC at county level to enhance service delivery among teachers was currently not being sufficiently coordinated to ensure improved performance among both tutors and teacher trainees. The findings of this study noted that the current government policy supervisory and the inclusion programme in our learning institutions is not effective as students with special needs admitted in regular colleges are usually not accorded the specialist attention, they deserve due to inadequate specialized teaching personnel in the colleges. Cummins (2014) also noted that the lack of adequate qualified personnel in PTTCs and the inability to retain qualified personnel have a negative implication and correlation on the quality of training provided to the teacher trainees. Academic qualifications for teacher trainers range from a Diploma in teaching to post-Graduate Master's Degrees. Some of the colleges in fact now have PHD holders on their staff. However, the major important stakeholders in the sector which are the Ministry of Education and TSC now have failed to establish a scheme of service for those with Post graduate certificates like Master and Ph.D. Instead, all are clumped together in one job group or grade. This explains the reasons for dissatisfaction among the principals in response to the statement scale.

Lastly, from Table 1.4, the opinion of Principals was further sought to find out their view on the effectiveness of the Ministry of Education's role in providing adequate funds and facilities for managing teachers' training programs. The responses of the principals to the statement scale scored a mean of 3.2, which according to the interpretation of the satisfaction level matrix was moderate. This was an indication that now there was little evidence that the government had sent some funds to colleges for infrastructural development and other teaching /learning resources, however satisfaction level indicator notes that it's just moderate. It further revealed that 8(44%) were dissatisfied plus another 1(5.6%) respondent who was slightly satisfied. The study, therefore, established that according to the views of the principals, the current government policy regulating the provision of funds and other teaching/learning resources was currently in force and performing at an average level as 11(61%) respondents were highly satisfied, satisfied or slightly satisfied. Therefore, it can be deduced that the current government policy on the disbursement of funds and provision of T/L resources/facilities is a strong factor that can influence satisfaction among tutors in PTTCs and can eventually translate into improved performance among trainees. The study to establish the relationship between the response from the tutors and principals used descriptive statistics and correlation tests to determine whether there is any significant relationship between independent and dependent variables (Table 1.3).

The findings of this study are consistent with the work of Spear (2009) who noted that adequate provision of T/L resources could motivate teachers and eventually improve their productivity in terms of good results. The findings of the study noted that the general environment and the infrastructure in Public PTTCs do not engender pride and a positive image about becoming a teacher. The institutions are old established in the pre-independence era with old not so wellmaintained buildings. In this respect one of the principals in the questionnaires indicated that:

“The general environment and the infrastructure in Public PTTCs are in poor state. The buildings and buses are in dilapidated conditions and furthermore the dormitory facilities are poorer than those in secondary schools from which the trainee have come from.”

The study further established that PTTCs have poor infrastructure and must contend with scarcity of teaching/learning resources. It further revealed that tutors job satisfaction depends on the adequacy of these T/L resources as their availability to the teacher trainees can improve their performance. It further established that there is a well-established PTE program However, policy initiatives targeting raising the quality of teacher's trainee's performance have always focused on entry qualification and level of training but little on the quality of training itself without trying to find out what could have been the cause for poor performance among teacher's trainees since 2015 to date, Ministry of Education (2015).

#### IV. Conclusion

The study established that current government policy guidelines has influence on job satisfaction as the finding confirmed that the current scheme of service as contained in the 2016 CBA did not sufficiently and equitably cater for all cadres of teachers as most teachers felt that the major beneficiaries were institutional administrators, therefore the respondents felt that it has not been addressed properly by the ministry and as such had influence on job satisfaction and performance among trainees in PTTCs .

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