Establishing the Relationship between Mental Wellbeing and Job Satisfaction among Primary School Teachers in Kibera Educational Sub-County, Nairobi

GHISLAIN KAMBALE

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DECLARATION

This research thesis is wholly original with no previous submissions to other universities for review or awards. Whenever I cited the work of others, I acknowledged the authors. This thesis is being submitted in partial fulfillment of the requirements for the completion of master program of Arts in Counselling Psychology at Tangaza University College.

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GHISLAIN KAMBALE MATHWATERE

18/00565

The university supervisors have given their permission for the submission of this thesis for examination.

24/04/2023

Dr. Catherine Mwarari
Institute of Youth Study
Tangaza University College

24/04/2023

Rev. Dr. Henry Tucholski
Institute of Youth Study
Tangaza University College

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ABSTRACT

Mental wellbeing and job satisfaction are fundamental for the emotional, psychological, intellectual and social development of teachers. This study investigated the relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera Educational Sub-County, Nairobi. To attain this purpose, the study was based on five objectives and three hypotheses. The first objective was to determine the level of mental wellbeing among primary school teachers. The second objective was to examine the level of job satisfaction among primary school teachers. The third objective was to assess the association between mental wellbeing and demographic characteristics among primary school teachers. The forth objective was to assess the association between job satisfaction and demographic characteristics among primary school teachers. The fifth objective was to establish the relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county. The study used a correlational design. The population of the study included 882 teachers. The multistage sampling method was used to proportionately select 265 male and female participants in the study. Two standardized scales were used for data collection. The analysis of data was done using the descriptive and inferential statistics through the SPSS version 25. Primary school teachers in the area of the study reported a high level of psychological wellbeing *72.5% (N = 265)* and a high level of job satisfaction *66.0% (N = 265)*. The results revealed as well that there was no significant relationship between mental wellbeing and demographic characteristic of respondents, ANOVA was significant at $F = 1.212$ $p = .326$. The results indicated further, that there was no significant relationship between job satisfaction and age, marital status, teaching experience and gender of respondents, ANOVA was significant at $F = 1.567$, $p = .215$. However, the study showed a significant difference between job satisfaction and highest education attained by respondents, $F = 4.385$, $p = .005$. Finally, the results of the study revealed a positive and significant correlation $(r = .357, p < .001)$ between psychological wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county. The study recommended that primary school teachers should attend counseling sessions to enable them raise their level of mental wellbeing and job satisfaction.

OPERATIONALIZATION OF THE CONCEPTUAL VARIABLES

Mental wellbeing: is the state of health in which a person is aware of his or her own capacities, able to handle everyday pressures, able to work successfully and fruitfully, and able to contribute to the community (WHO, 2018). The concept of mental wellbeing will be used in this study synonymously with the concept psychological wellbeing. For the purpose of this study the Ryff's psychological wellbeing scale will be used to measure the level of mental wellbeing of participants. The psychological wellbeing scale will be measured with a 6-point Likert scale (from 1= strongly disagree to 6= strongly agree).

Job satisfaction: job satisfaction refers to a subjective evaluation that the worker makes of their own job, either in its entirety or with respect to its different attributes (Fernandez-Macias & Munoz, 2014). For the purpose of this study, the Spector's job satisfaction survey will be used to measure the level of job satisfaction among primary school teachers in Kibera constituency, Nairobi. The job satisfaction survey will be measured with a 6-point Likert scale (from 1= very unsatisfied to 6= very satisfied).

ABREVIATION AND ACRONYMS

APHRC: African Population and Health Research

CBOs: Community Based Organizations

IAPR: Independent Authority for Public Revenue

IBM: International Business Machine

JSS: Job Satisfaction Survey

KNUT: The Kenya National Union of Teachers

KPHC: Kenya Population and Housing Census

KUPPET: The Kenya Union of Post Primary Teachers

NA: Negative Affectivity

NACOSTI: The National Commission for Science, Technology and Innovation

NGOs: Non-Governmental Organizations

PA: Positive Affectivity

PERMA: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment

PWBS: Psychological Wellbeing Scale

SA: South Africa

SPSS: Statistical Package for Social Sciences

TMWB: Teacher Mental Well-Being

TSE: Teacher Self-efficacy

UK: The United Kingdom

UNESCO: The United Nations Educational, Scientific and Cultural Organization

USA: The United State of America

WEMWBS: Warwick-Edinburgh Mental Wellbeing Scale

WHO: The World Health Organization

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CHAPTER ONE

Introduction

1.1. Introduction

This introductory part contains an introduction, background to the problem, statement of the problem, purpose of the study, research hypothesis, research objectives, significance of the study, scope and delimitation of the study, assumptions of the study and limitations of the research.

1.2. Background to the Study

Hundreds of millions of workers around the world are concerned about their health, safety, and well-being (Russo & Terraneo, 2020; World Health Organization, 2010). However, the problem affects more than just individuals and their families. It is critical to the workforce. According to Menendez et al. (2019), fundamental human needs are satisfied by job. These fundamental human needs are tangible economic resources and job satisfaction; the opportunities to acquire life skills and a sense of value offered by meaningful work; and the advantages of social interactions and peer esteem.

In 2020, the WHO established the "Determinants of Mental Health and Mental Disorders" which comprise personal characteristics like ability to manage thought, emotion, behavior as well as interaction with others. Additionally, it encompasses state strategies, societal safeguarding, living standards, working circumstances, and community social supports (Russo & Terraneo, 2020). Therefore, a healthier place of work is one in which management and employees cooperate to safeguard and promote everyone's health, safety, and well-being as well as the enduring survival for an organization.

Educators' satisfaction and wellbeing form vital variables helping in managing and leading classrooms holistically (Jimenez, 2021). When it comes to providing the curriculum, services, and skill mastery in the sector of education to students, teachers are on the front lines (Asio & Bayucca, 2021). They receive technical support from mentors and experts, attend training sessions, and workshops to strengthen their teaching skills and become well-rounded educators of their students (Askell-Williams et al., 2015). The inherent talents that educators possess for educating currently are a result of their work related and individual histories. States should consider educators' general wellbeing before placing them in the front lines of the education system (Avci et al., 2017). Teaching executives must make sure that teachers have the information, intellectual standpoint, skill-enrichment, and technical competence they need to serve students with various needs (Avci et al., 2017). Therefore, both their mental faculties and their level of stress should be stable.

Educators who are mentally healthy help children have outstanding learning and development opportunities through guidance and counselling sessions. Cowan (2012) calls for the necessity to develop psychological wellbeing awareness in schools and the skills of school psychologists in offering teachers high-quality, evidence-based treatments. Subsequently, instructors' stress controlling increases power to manage stresses in school. Nevertheless, research by von der Embse et al. (2019) demonstrates instructors having greater stress degree and weariness. According to Putwain and von der Embse's research (2018) with a sample of 839 educators from English schools in Liverpool (UK), the behavioral, cognitive-behavioral, and mindfulness interventions were the most successful for the teachers' internal consistency and factor loadings. As a result, the compulsory curriculum changes were associated with more pressure to teachers and high self-efficiency was associated with stress decrease.

Working for a greater level of competition and organizational success is a psychological process that is agreed upon in order to achieve job satisfaction (Kumari et al., 2014). Within an indoor environment, there is a favorable and substantial relationship between the office environment and employees' physical and mental wellbeing (Dlamini et al., 2020). Researchers have demonstrated that personality and work happiness may be related (Kamerāde et al., 2020; Signh & Kumar, 2016). Using longitudinal data from 40 participants, Kamerade (2020) discovered that even one day of rest each week had a considerable positive impact on one's mental wellbeing and health. According to Greenberg and Baron (2016), some personality traits may have a stronger correlation with work satisfaction than others. This lends credence to the notion developed by Barrick and Mount cited by (Muindi, 2016) who discovered that conscientious individuals are likely to do better at work. According to Signh and Kumar (2016), a person's personality determines whether they are satisfied or dissatisfied with their profession throughout the course of time. Ryan (2020) in his study on work fulfillment in a mental health organization environment in northern Indiana with 387 respondents, found that the trait disposition to experience negative effects, scrupulousness, and the tendency to experience positive emotions are more strongly related with work satisfaction than are amicability and openness to new experiences.

The research by Sahito and Vaisanen (2020) made the case that incentives including pay, bonuses, promotions, recognition, and prospects for advancement might boost employees' job satisfaction and motivation. Job satisfaction must be viewed in the framework of other important aspects, such as general wellbeing, life value, workplace pressure and in institution affairs, and a general power of command in society and workplace (Tomazevic et al., 2014). Female teachers in India who were content and motivated were found to be dependent on their own wellbeing, according to a study conducted in India by Kumar (2015) on a total population

of 200 female teachers. Accordingly, it is believed that the various job satisfaction factors are crucial and strongly correlated with teachers' levels of fulfilment and enthusiasm (Bryson et al., 2015), indicating that in order for educators and the educational system to prosper, policymaking bodies must adopt employee-friendly policies (Sohail & Delin, 2013). These factors also encourage the development of teachers' positive attitudes toward their work (Farzeen et al., 2015). Through their job satisfaction and motivation, employees are given independence and empowerment (Ayoub et al., 2018; Haas, 2010), which fosters a meaningful and positive connection (Zolkapli et al., 2020) between them and helps the employees and companies succeed.

Teachers that are happy in their positions typically possess a great degree of working capability and teaching abilities, as well as a sense of security about classroom management (Baloch et al., 2019). Core self-evaluation is a concept that covers self-worth, effectiveness, locus of control, and being emotionally stable for work fulfillment (Change et al., 2012). For Chang et al. (2012), workers would think less highly of their job if they feel awful and have setbacks at work. Kinman and Wray (2014) characterize instruction as an emotional activity in which instructors feel emotional weariness, burnout, and depersonalization.

Job satisfaction is a big topic worldwide (Kinman & Wray, 2014). Concerns regarding teacher attrition and turnover are frequently described as a complicated worldwide phenomenon (Rothì et al., 2010). According to a working paper created from International Labour Organization cited by Werang and Agung (2017), educators were not fulfilled with their working circumstances and felt the least fulfilled with the volume of time they had to complete their tasks. Salim et al. (2012) emphasize the need to adopt a more comprehensive view of oneself and take into account a number of aspects in order to get a positive understanding of self-esteem and its relationships. According to Farid and Akhtar (2013), a child's environmental

understanding and self-opinion are greatly influenced by their teacher. Self-esteem is defined as an overall assessment of oneself that may be good or negative. According to Reilly and Eithne's (2012) study in Ireland, teachers who are unhappy with their jobs show less dedication, which increases their chance of quitting their job in the long run. Reilly and Eithne (2012) underline further that despite the fact that teaching may bring about personal fulfillment, instructors who experience more stress do so at the expense of their effectiveness, self-efficacy, and relationships with their students.

In the African region, many investigations have been done within the framework of teachers' job satisfaction (Adigun, 2020; Akomolafe et al., 2014; Ayele, 2014). According to Daumiller et al. (2021) teachers' incentive and fulfillment remain vital to the effectiveness of their instruction and the achievement of high academic standards. According to Akomolafe and Ogunmakin (2014), in their research on emotional intelligence, occupation anxiety, and self-effectiveness among school teachers as indicators of job dissatisfaction in Nigeria with the sample of 398 teachers, they suggest that negative aspects such as absenteeism from school, turnover, hostile conduct toward other teachers and pupils, early retirement from teaching, and psychological disengagement from the workplace were result of job dissatisfaction at 75% of respondents. In Tanzania, teacher shortages due to turnover are also regularly reported in numerous states (Mbonea et al., 2021). Job happiness has been linked, on one hand, to favorable results, such as teacher retention and improved performance (Crick et al., 2018; Pepra-mensah et al., 2017), and on the other hand, low work happiness has been associated to, among other things, teacher's turnover, absenteeism, and subpar performance (Ofuani, 2010; Strydom et al., 2012). Nasrin and Shakir (2020) conducted a study in Egypt with 352 elementary school educators. The results indicated a highly meaningful relationship between work anxiety and

educators' performance for the total sample ($r = -.776$ *and* $p = 0.01$) level of correlation. It means that when teachers' occupational stress is high, their level of effectiveness decreases.

Teachers are crucial in helping Kenya meet its 2020 goal of ensuring universal access to education (UNESCO, 2014). However, the teaching profession is having issues with teachers' work happiness (Babita & Gurmit, 2014). Educators not contented may be less devoted and hence achieve lower than their potential. According to a research by Mutune and Orodho (2014), persons who experience pleasant emotions are happier in their employment. This is the result of the research carried on a population comprised of 319 classroom teachers and 29 principals from 29 schools in Mbeere South District, Kenya (M. Mutune & Aluko Orodho, 2014). Muindi (2016) in his study on a total of 365 lecturers in public universities in Kenya, confirmed a strong positive link among work happiness and quality of work life. This means that indeed quality of work life is significantly related to job satisfaction. According to Roy and Halder (2018), teachers at government schools are often thought to be dissatisfied with their jobs. The study conducted by Ogochi (2014) in Transmara, Kenya, concurs that low performance on national exams has been attributed to a lack of work satisfaction and that people are unable to reach their complete latent while their self-esteem is low and unappreciated.

The periodic demonstrations by educators' organizations in Kenya made it clear between the year 2010 and 2012 that teachers were still underpaid (Wachira & Gathungu, 2013). Therefore, the teachers' associations continued the ongoing pay negotiations for their members. The causes and effects of work satisfaction for teachers have captured the attention of scholars in the educational domain in Kenya. Otanga and Mange (2014) found that educators had low work fulfillment (57.4%) in their study about the primary school educators' job satisfaction as influenced by personal traits and institutional setting with a total of 123 primary school teachers in Mombasa. Another research by Wambasi (2015) on the impact of educator's incentives on

work fulfillment revealed that work satisfaction among instructors was generally low and did not fluctuate based on gender, confirmed by the majority of respondents 87.94% out of 282 respondents.

Even though numerous studies have been done in the education sector about teachers' job satisfaction, however, the association between mental wellbeing and work fulfillment among primary school teachers in Kenya has not been largely investigated. Therefore, the researcher is wondering whether there could be a confirmed association between the two variables in Kibera educational sub-county, Nairobi. The association among mental wellbeing and work happiness among Kenyan primary school teachers has not been extensively studied. The present research will therefore focus on the relationship between primary school teachers' mental well-being and job happiness in Kibera educational sub-county, Nairobi.

1.3. Statement of the Problem

Teachers' mental wellbeing and job satisfaction are fundamental for both their personal and professional wellbeing. Teaching occupation is considered to be among the most demanding ones (Maphalala, 2014). Teachers who benefit from positive mental wellbeing and high job satisfaction are more likely to manage their career growth and pupils' academic success.

Teachers are key agents of the realization of children's physical, cognitive, emotional and social development. However, teaching in Kibera constituency can be related to various environmental challenges and potential stressors such as limited working conditions, limited school facilities, over population, feeling of inefficacy, anxiety and burnout which might decrease teacher's job satisfaction and mental wellbeing. According to Wachira (2013), teachers have silently expressed their grievances about inadequate pays, excessive workload,

few openings for career growth and advancement, little control over job-related decisions, conflicting roles, unclear work expectations, and job insecurity.

Subsequently, there is inadequate information available concerning the relationship between mental wellbeing and work fulfillment of elementary school educators in Kenya. If teachers' mental wellbeing and job satisfaction are not taken into consideration for their professional service, teachers are likely to work aimlessly, to have a low mental wellbeing, low self-efficacy, negative self-appreciation and dissatisfaction. Nevertheless, the studies available have examined the social aspects of teachers' professional occupation and job satisfaction. Therefore, the appropriate response requires information to be gathered on mental wellbeing and teacher's disposition to job satisfaction in Kibera educational sub-county, Nairobi. In an attempt to fill the existing gap, this study seeks to establish the relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county, Nairobi.

1.4. Research Purpose

The purpose of this quantitative study is to investigate the relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera Educational Sub-County.

1.5. Objectives of the Study

The study will contain one general objective and four specific objectives.

1.5.1. General Objective

Establishing the relationship between mental wellbeing and job satisfaction among primary school educators in Kibera Educational Sub-county, Nairobi.

1.5.2. Specific Objectives

1. To determine the level of mental wellbeing among primary school teachers in Kibera educational sub-county, Nairobi.

2. To examine the level of job satisfaction among primary school teachers in Kibera educational sub-county, Nairobi.

3. To assess the association between mental wellbeing and demographic characteristics among primary school teachers in Kibera educational sub-county, Nairobi.

4. To assess the association between job satisfaction and demographic characteristics among primary school teachers in Kibera educational sub-county, Nairobi.

5. To establish the relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county, Nairobi.

1.6. Research Hypothesis

H_{01} There is no significant relationship between mental wellbeing and demographic characteristics among primary school teachers in Kibera educational sub-county, Nairobi.

H_{02} There is no significant relationship between job satisfaction and demographic characteristics among primary school teachers in Kibera educational sub-county, Nairobi.

H_{03} There is no significant relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county, Nairobi.

1.7. Significance of the Study

The significance of this research was determined by the benefits it had on primary school teachers, on mental health practitioners, on policy makers, and on academic community.

***Primary school teachers*:** Teaching is one of the professions where issues with mental health and job happiness have received significant attention (Chen, 2016). Educators play an instrumental role in the development of children, influencing their cognitive and emotional development (Wachira & Gathungu, 2013). Therefore, with the result of this study, primary school teachers had a positive understanding of the relationship existing between mental wellbeing and job satisfaction.

***Mental health practitioners*:** The result of this study gave an additional knowledge in the professional field of mental health practitioners, that can be utilized in the field of mental wellbeing associated with teachers' job fulfillment in schools.

Policy makers: The findings of this research served to raise the awareness of policy makers in the education sector in Kenya about primary school teachers' mental wellbeing and job satisfaction.

***Academic Community*:** The result of this research contributed to the advancement of knowledge in the field of mental wellbeing and teachers' job satisfaction. Hence, the scientific community will refer to this research to perform new discoveries and create theories regarding teachers' job satisfaction and teachers' mental wellbeing.

1.8. Scope and Delimitation

In any study project, scope denotes the structures under which the study will operate (Marilyn & Jim, 2013). Whereas, research delimitation describes features emanating from the

scopes' limitations and the choices made for exclusion or inclusion in the course of the progress of the study plan.

The scope of this study is that it was conducted among the private and government primary schools in Kibera educational sub-county for the easier accessibility of the location by the researcher and the time limit of the research. The research was carried out in a span of four months because of limited financial capability of the researcher and to be successful in the academic calendar. The study was focused on teachers' mental wellbeing and job satisfaction.

The delimitation of this study included the exclusion of any population that was not fitting into the category of elementary educators in Kibera geographical location. It as well excluded any material that was not related to mental wellbeing and job satisfaction to allow the researcher to focus on the two variables only. The study finally excluded all primary schools that were not located in the geographical space of Kibera because of the accessibility of the area by the researcher.

1.9. Assumptions of the Study

The assumptions of this research were the following:

1. The research assumed that the primary school teachers in Kibera constituency would contribute to the study by giving accurate information.
2. The study assumed that the participants would have the time, motivation, and aptitude to read and complete the questionnaires.
3. The researcher assumed that the variable mental wellbeing would be significantly related to the variable job satisfaction of primary school teachers in Kibera.

4. The research assumed that the survey questionnaire for mental wellbeing and job satisfaction would provide accurate and true information regarding mental wellbeing and job satisfaction of primary school teachers in Kibera constituency, Nairobi.

1.10. Chapter Summary

The introductory chapter provided a global, regional and local background of the study. A background of the problem concerning mental wellbeing and job satisfaction of primary school teachers was provided through several studies that were quoted in this chapter. It has thus been established that teachers' job satisfaction influence significantly the work performance and psychological wellbeing of teachers. However, there had not been an investigation on the relationship between mental wellbeing and job satisfaction of primary school educators in Kenya and particularly in Kibera constituency, Nairobi. The next chapter covered the literature review and furthered the understanding and recent discoveries on the relationship existing between mental wellbeing and job satisfaction among elementary teachers in Nairobi, and particularly in Kibera constituency. Different gaps were demonstrated at the end of every literature consulted in the course of this study.

CHAPTER TWO

Literature Review

2.1. Introduction

The literature review chapter focused on the key characteristics of concern in the research problem. It was centered on the research objectives. The notion to be developed comprised the theories employed in the study, the empirical literature review, the conceptual framework and the summary of the chapter. The concepts that were reviewed in this chapter included mental wellbeing among educators, job satisfaction among educators and demographic characteristics of primary school teachers.

2.2. Theoretical Literature Review

This section aided in the development of different testable hypotheses by identifying what concepts already existed, their connections, and the breadth of their study. The current study was based on the Ryff theory of psychological wellbeing and the Herzberg two factors theory of job satisfaction that were adapted to teachers' mental wellbeing and job satisfaction in Kibera primary schools.

2.2.1. Ryff Theory of Mental Wellbeing

Psychological wellbeing is about a functional life, optimism and hope, personal development, striving against difficulties of life and making sense of life (Ryff, 1989). Satisfaction with past life and creating meaning for life are the main features of this perspective. Similarly, finding peace from positive emotions is an effort to have a sense of living in peace, live harmoniously with yourself, and create meaning for life by using one's own potential (Seligman & Csikszentmihalyi, 2000). Research on psychological wellbeing focus on ways of building wellbeing. Thus, it aims to maximize the development and capacity of individuals by

focusing on the strength of the individual (Kern et al., 2016). As a matter of fact, the concept of wellbeing is considered as an important topic in studies focused on positive psychology (Diener, 1984; Ryff, 1989; Ryff & Keyes, 1995). Psychological wellbeing is a function of positive and negative emotions.

Wellbeing is an effort to be peaceful and enjoy life, establish satisfying relationships with others, aim for a purpose and make life valuable. In addition, an individual's satisfaction with his/her life refers to having positive feelings about the future and continuing the life functionally (Seligman, 2011). Integrating social life with the society, solidarity, and social acceptance reinforces the characteristics of wellbeing (Keyes, 1998). Positive emotions have been found to lead to positive thoughts and behaviors (Fredrickson & Joiner, 2018). Furthermore, positive emotions increase cognitive abilities.

Psychological wellbeing is revealing one's potential, and living life to the fullest (Forgeard et al., 2011). Psychological wellbeing is a balanced perception of positive and negative emotions (Ryff, 1989). Psychological wellbeing is a positive attitude towards the existential difficulties of life (Keyes et al., 2002). Psychological functionality is the control of life to some extent, carry a sense of purpose in life and experience positive relationships.

Psychological wellbeing can be defined as a multidimensional model (Ryff, 1989). In this multidimensional model, psychological wellbeing is formed by integrating different theories of personality, development theories and approaches in psychology. The components of the psychological wellbeing model are self-acceptance, positive relationships, autonomy, capacity to manage the environment, a purposeful life and personal development. Self-acceptance expresses one's self-acceptance with its positive and negative aspects. Positive relationships can be described as developing sincere and trusting relationships with others, and

contributing to the peacefulness of people. Autonomy is strengthening internal resources, making decisions and shaping life according to one's own criteria. Capacity to manage the environment is the individual's ability to regulate his/her environment, adapt to the environment and create an environmental control. A purposeful life represents an imposition of meaning on life, the creation of goals and perseverance to achieve goals. Personal development can be described as the ability of the individual to see his or her own capacity, develop talents.

When teachers experience negative emotions intensively, they find it difficult to demonstrate the expected behaviors in creating and maintaining quality relationships with students, manage their classrooms effectively and support student learning (Jennings & Greenberg, 2009; Sandilos et al., 2015; Whitaker et al., 2015). Furthermore, teachers with positive emotions are sensitive to students' needs (Jeon et al., 2018). In this respect, the development of internal resources might help continue their lives functionally (Ryff, 1989). Therefore, a functional life is only possible through psychological empowerment.

Psychological wellbeing has a critical importance in terms of teaching profession (Kyriacou, 2001), which is a profession with high levels of stress. Psychological wellbeing of teachers is an effective variable which affects teachers' job satisfaction and students' outcomes. Investigating the factors that reinforce such an effective variable may provide some useful findings in identifying the precursors of quality education at schools (Hall-Kenyon et al., 2014; Zee & Koomen, 2016). In this regard, in this study, the relationship between teachers' job satisfaction and psychological well-being will be examined. However, the Ryff's psychological wellbeing theory will not assess the level of teachers' job satisfaction, therefore, the Frederick Herzberg Two-Factor Theory of job satisfaction will assess the aspect of job satisfaction among primary school teachers in Kibera constituency.

2.2.2. Frederick Herzberg Two-Factor Theory of Job Satisfaction

Two-Factor Theory proposed in 1959 by Frederick Herzberg is also called "Motivator-Hygiene theory" (Herzberg et al., 1959). Herzberg developed a specific work motivation theory from a study he conducted with 200 accountants and engineers. He applied his theory specifically to the workplace and job design. He discovered that job satisfaction and dissatisfaction are not straightforward opposites. His findings indicate that poor working conditions lead to dissatisfaction, however this does not mean that good working conditions would result in job satisfaction either. According to Carrell et al. (1998) these factors that prohibited dissatisfaction could be identified as hygiene factors. These hygiene factors include salary, attendance rules, holiday schedules, grievance and performance appraisal procedures, noise levels, co-workers' relations and working conditions, they reflect the framework of the job. The hygiene factors are external to the individual and thus can be thought of as extrinsic factors, since the individual has no or little control of these factors as it is controlled by someone else.

Herzberg's theory maintains that it is difficult to keep these factors intact and therefore does not necessarily yield long-term motivation. However, he argues that they are necessary in preventing job dissatisfaction and their absence averts the individual from concentrating on higher level needs. Herzberg's theory stipulates that none of the above mentioned factors will result in employee motivation, essentially it proves that the more resources poured down the hygiene drain will inevitable require more in the future. Carrell et al. (1998) proceed in describing the second factors of Herzberg's theory in claims that motivation is intrinsic in nature and reflects the content of the job. These intrinsic factors are controlled by employees themselves and cannot be given by management or supervisors.

Herzberg's theory was a refreshing departure from job satisfaction theories till then as it considered job satisfaction as two separate continuums (Bockman, 1971). It was based on the premise that the presence of one set of job attributes (motives) lead to job satisfaction and absence of a completely different set of job attributes (hygiene) lead to job dissatisfaction (Crocker & Algina, 1986). Till Herzberg's two factor theory, job satisfaction was considered as single continuum represented by satisfaction and dissatisfaction at the two opposing extremes (Behling et al., 1968). It was assumed that the motives for doing a job either caused satisfaction or dissatisfaction. However, this view was to change with the proposal of two factor theory. The two factor theory postulated that job satisfaction was made of two different continuums.

One continuum controlled by hygiene factors represented dissatisfaction at one end of the continuum and no-dissatisfaction at the opposing end of the continuum (Herzberg et al., 1959). The second continuum, controlled by motivating factors, represented no-dissatisfaction at one end and satisfaction at the opposing end. It was postulated that hygiene factors, when present in a job, caused no-dissatisfaction. However, when absent the hygiene factors caused dissatisfaction with the job. On the other hand, the motivating factors caused satisfaction when present and no-dissatisfaction when absent. This necessitated manager to consider two sets of attributes one that satisfied the employees and one that did not dissatisfy the employees.

The wellbeing of employees depends on their jobs being satisfying. Employees wellbeing is a reliable indicator of their psychological wellbeing and a commonly accepted construct connected to the happiness at work (Rathi & Rastogi, 2008). In the current study, the Herzberg's theory will adopt the job satisfaction survey (JJS) to measure the level of job satisfaction of primary school teachers. The job satisfaction survey was developed by Spector in 1985 using participants from public health centers, state psychiatric hospitals, state social service departments, and nursing homes (1985). Later on, nevertheless, the tool was employed

in numerous research across diverse organizational sectors and cultural contexts (Giri & Kumar, 2010). One of the important sector where the tools will be applied in this study is the primary schools in Kibera constituency, Nairobi.

The JSS retains 9 facets including salary (remuneration and remuneration policies), promotion opportunities (likelihood of being promoted), supervision (direct supervisor), fringe benefits (benefits received other than salary), contingent rewards (appreciation, recognition and rewards for good work), working conditions (operating policies and procedures), coworkers (Colleagues at work place), nature of work (enjoyment of the tasks done at work), and communication (Information channels at work place). This final scale consists of 42 items that will be used to examine the level of job satisfaction among primary school teachers in Kibera constituency, Nairobi.

2.2.3. Theoretical Framework of the Study

The configuration that sustains or supports the study's theory is known as the theoretical framework. The concept supporting the existence of the research problem is presented and discussed in this section.

The Ryff's (1989) psychological wellbeing theory served as the theoretical framework for this study. The findings of the study were evaluated according to this model, along with it, the Frederick Herzberg's (1985) two factor theory of job satisfaction which includes the motivator and the hygiene factors. These frameworks were suitable for this study due to the expressed interest in psychological wellbeing and job satisfaction in formal and non-formal primary schools, and how this may be related to teachers' mental wellbeing and their job satisfaction in Kibera constituency.

Specifically, the Ryff psychological wellbeing model was used to explain the aspect of autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance. The Herzberg's two factors theory was used to explain the aspects of motivator and hygiene factors such as salary, promotion opportunities, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication. Positive mental wellbeing leads to positive emotions, positive thoughts, and positive behavior. It as well increase cognitive abilities and self-efficacy. Social integration, cooperation, and social acceptability strengthen the qualities associated with mental health (Keyes, 1998). Therefore, using the Pearson correlation coefficient, the current study demonstrated the relationship between mental wellbeing and job satisfaction of educators in Kibera educational sub-county, Naironi.

2.3. Empirical Literature Review

This section will explore four sub-headings namely: mental wellbeing among primary school teachers, job satisfaction among primary school teachers, demographic characteristics associated with mental wellbeing and job satisfaction of primary school teachers and relationship between mental wellbeing and job satisfaction among primary school teachers.

2.3.1. Level of Mental Wellbeing among Primary School Teachers

Both physical and mental health constitute the most crucial areas where research needs to concentrate. Controlled emotions, a healthy and effective mind, and good physical functioning are all included in the concept of mental wellbeing (Shoshani & Steinmetz, 2014). This indicates that the mind and body are coexisting in harmony and efficiency. The widespread consensus is that man has been working for generations to achieve the ideals of mental

wellbeing and physical fitness (Hamama et al., 2013). Therefore, everyone's mental wellbeing is crucial, especially teachers who labor to advance the country.

Teaching has constantly been upraised as an occupation with great risk of low occupational and psychological wellbeing. The descriptive analysis was done in the research by Bashir et al. (2020) in Pakistan with 300 special education teachers to calculate the mean score of psychological well-being. The total mean score of psychological wellbeing scale was *(M = 4.21; SD = 0.54)* which was somewhat higher than scale mean. Therefore, it was evident that special education teachers had moderate level of psychological well-being.

The study conducted in Malaysia by Panatik et al. (2011) with 130 teachers revealed that mental health had a lower mean score *(M = 0.59; SD = 0.37)* indicating that most of the respondents represented a normal mental health condition. The study identified the existence of significant relationship between work-family conflict and mental health *($r = .36$, $p < .05$)*. The conflict that occurred in the individual played the role in creating the stress that affected their mental health. The gap observed in this study is at the level of the tools utilized to collect data and geographic location of the study. The study reviewed used emotional competence inventory and job diagnostic survey for data collection in Malaysia. The current study used psychological wellbeing scale and job satisfaction survey in Kenya.

It is possible to think of mental health as a quality or resource that supports feelings of wellbeing and gives people the chance to reach their full potential (Crick et al., 2018).The degree and life attribute, including mental, societal, political, and financial factors which could benefit society, are typically correlated with mental wellbeing (Zawawi et al., 2021). Cansoy et al. (2020) in Turkey with 412 teachers discovered that the psychological well-being of the teachers was found to be above the middle level and close to the agreement completely *(M =*

6.03). Therefore, psychological well-being was perceived at high level. Bretones et al. (2011) considers mental well-being as comprising psychological life quality. It encompasses numerous elements such as contentment, life fulfillment, uniqueness, self-awareness, livelihood, family life, work satisfaction, and education.

Teaching is an occupation related with excessive pressure, and educators' duties include adjusting the demands of learners and responsivity regarding leaners' conduct, and prompt decision-making is frequently compulsory (Fisher, 2011). Additionally, educators are placed into extra stress by research work, performance assessment, opportunities for elevation and redundancy anxiety. Ilgan et al. (2015) in their research with 800 Turkish teachers revealed that teachers' perceptions about their PWB were relatively high *(M = 5.35; SD = .68)* and correspondingly agreed. Therefore, in general, the psychological wellbeing of teachers was reasonably high. The participants in the study reported the highest level of psychological wellbeing in the dimension of purpose in life and personal growth. This would be related to the fact that occupations which focus on helping other people enable workers to fulfill their basic psychological need for relatedness (Spilt et al., 2011). This could be valid for teachers as they show close relationships with their students. Teachers have close relationships with their pupils, they get feedback from pupils, and they contribute to the psychological development of their pupils. The two study above were carried out in the Turkey, while the current study was conducted in Kenya.

The five dimensions of psychological well-being at job include wish for immersion at job, prospering at job, relationship building at job, becoming aware of appreciation at job, and sense of proficiency (Tadic et al., 2013). The findings of the study conducted by Hung et al. (2021) in China reported that the levels of well-being in the psychological wellbeing subscale had the highest mean score *(M = 4.67; SD = 0.89)*. There was a significant and positive

correlation between wellbeing and job satisfaction *(r = .487)*, life satisfaction *(r = .542)*, self-compassion *(r = .292)*, and salary and benefits *(r = .425)*. These results reflected that those who scored higher on job satisfaction, life satisfaction, self-compassion, and salary and benefits had higher levels of mental well-being.

Johnson et al. cited by Harmsen et al. (2018) examined 26 professions for work-related stress, and it was discovered that instructors were having the poorest level of mental wellness of all occupations examined *(M = 0.64; SD = 0.43)*. According to Kidger et al. (2016)'s study with 555 teachers by means of the warwirck-Edinburgh mental wellbeing scale (WEMWBS), teachers' mental wellbeing mean score was found to be lower *(M = 47.2; SD = 8.8)* than reported in working population samples. Teachers' wellbeing and depression scores were moderately negatively correlated *(r = -0.67; p < 0.01)*. Poorer mental wellbeing was associated with perceiving one's occupation as demanding, being dissatisfied with one's occupation, not reporting to work in the last month, desiring to speak to a coworker because of feeling strained or depressed but not feeling able to and serving in a school with expectation to convert to academic studies. For assessing the mental wellbeing of teachers, this study used the Warwick-Edinburgh Mental Wellbeing Scale. The current study adopted the Ryff's psychological wellbeing scale to assess mental wellbeing of teachers.

The emotional state of educators has been proven to affect their proficiency, self-efficacy, work fulfilment, exhaustion, and educational efficacy (Frenzel, 2014). Teacher mental wellbeing has won a lot of attention over the previous few years, and Rusu et al. (2020) state that the positive feelings experienced by educators upsurge their work commitment, which in turn definitely impact their wellbeing. From the study conducted in Pakistan by Akram (2019) with 437 teachers, the mean value and standard deviation *(M = 4.66; SD = 0.316)* indicated a high level of psychological wellbeing among teachers.

The importance of teacher mental wellbeing (TMWB) to schools and society cannot be overstated. It is perceived as being connected to educational governance, student results, and instructional efficacy (Duckworth et al., 2009; Parker et al., 2012). High TMWB has been found to aid schools in stabilizing their operations and boosting staff members' dedication (Cumming, 2017). In contrast, Ebersold et al. (2019) acknowledge that poor TMWB is viewed as a barrier to educational innovations and school progress, and that it can result in greater rates of teacher absenteeism. Moreover, mental wellbeing is included in the broader perspective of mental health (Gray et al., 2017). In South Africa, Vazi et al. (2011) focusing on educators' psychological wellbeing and subjective wellbeing revealed an strong negative correlation between emotional exhaustion and psychological wellbeing among teachers *($r = 0.49$, $p < 0.01$)*. Another research in South Africa by Mbulaheni et al. (2017) with 143 educators indicated at *75.5%* that teachers' poor psychological well-being resulted in poor performance by teachers. The gap reported in this study is the geographical context. The previous studies were conducted in South Africa while the current study was conducted in Kenya.

In Kenya some researchers have investigated the mental health of teachers. Amongst them, Nyavanga and Barasa (2016) investigated the perceptions of educators in training about teachers' mental health in Kenya with a total of 2,759 respondents. The results indicated unfavorable opinions about mental illness throughout all the diverse demographic characteristics considered *($r = -0.266$ $p < 0.05$)*. In the research titled "Teachers' perception of psychological factors influencing teachers' work performance in public primary schools in Hamisi Sub County, Kenya," Isabwa and Poipoi (2020) considering a sample size of 385 respondents found a significant and meaningful relationship *($r = .502$)* between psychological characteristics and teachers work achievement. These results implied that when psychological characteristics improved, their work performance improved as well and vice versa. Thus, the

psychological factors were significantly correlated to teachers' job performance. The studies reviewed were qualitative correlational studies exploring teachers' perception of psychological factors. However, the current study was a quantitative correlational study about mental wellbeing related to work fulfillment among elementary school educators.

Another study by Wanjiru (2014) in Kenya with 201 respondents indicated that 54% of teachers showed signs of burnout. The study suggested that the signs of exhaustion were identical to the signs of stress, except that exhaustion contains an emotional fatigue and an increasingly negative attitude towards work. This study employed a descriptive survey while the current one employed a correlational survey.

The emotional climate in the school environment is imperative to the experiences of teacher's mental wellbeing and of all students. The emotional atmosphere in the classroom is related to the emotional stability of the teacher. Teachers' low mental wellbeing can be negatively related to their job satisfaction and the satisfaction of students. Hence, identifying predictors of teachers' mental well-being and positive functioning is not only beneficial for teachers but also for their students. The studies mentioned before have demonstrated how well-being in general and mental wellbeing in particular is very important in the profession of teachers. Although, all the studies consulted did not focus on the aspect of mental wellbeing of teachers, they explored some single aspects of mental wellbeing.

Some gaps found in this empirical literature review are at the level of the geographical location of research, the design of the study, instrument utilized, the terms used and focus of the studies. Henceforth, the empirical data for the current study were collected in Kibera educational sub-county, Nairobi and were focused on establishing the relationship between mental wellbeing and work fulfillment among primary school educators.

2.3.2. Level of Job Satisfaction among Primary School Teachers

According to Lambrou et al. (2010)'s definition, work fulfillment is the feeling of well-being brought on by an evaluation of one's position or experiences at work. Institutions like schools should take efforts to boost job satisfaction by prompting instructors' interests since job contentment improves job performance. The idea of educator occupation fulfillment can be interpreted as a general sentiment toward teaching or as a linked constellation of attitudes about specific components of the teaching profession.

Numerous experts have looked into the theme of employment fulfilment and have developed numerous definitions of the term. According to Anderson, who was referenced by Ayele (2014), job satisfaction is a happy or positive emotional state brought on by an evaluation of one's job or professional experience. Anderson therefore thinks that the interaction between cognition and affect is what leads to job satisfaction. For Robbins and Judge (2018), work contentment is a collection of attitudes that a person has regarding their work. An individual who is highly content with their work has positive feelings about it, whereas an individual who is not contented with their employment has negative feelings about it (Robbins & Judge, 2018). Therefore, work contentment is an outcome of the overall reaction towards a work.

In the Philippines, Baluyos et al. (2019) in their research on teachers' job satisfaction and work performance indicated that in general, the teachers' level of job satisfaction was very high *(M = 4.56; SD = 0.65)*. Teachers' were very highly satisfied with their job in all areas, including school guidelines, school setting, salary, interactive relationships, chances for advancement and growth, appreciation and responsibility had an influence on job performance and satisfaction. On one hand, the previous study used a descriptive correlational design while, on the other hand, the concluded study used a quantitative correlational design.

The study by Cortez et al. (2021) described the work performance, degree of professionalism and work commitment as indicators of work satisfaction among teachers in Nueva Ecija. The teachers' performance was based on the rating of the individual performance commitment rating (IPCR), while professionalism in work was expressed utilizing the reports of the Human Resource Management on Tardiness and Under time. The results showed that respondents were satisfied with their work *(M = 3.89)* and that this satisfaction level was found not significantly related with work performance, degree of professionalism and commitment of the teachers towards work (IPCR) *(r > .001, p = .94)*. According to Cortez et al. (2021) the emotional aspect of work fulfillment denotes feelings about work such as dullness, nervousness and eagerness. The cognitive constituent of work fulfillment denotes an individual's perception of their work to be mentally taxing and hard. Individuals' behaviors regarding their occupation, such as tardiness, staying late or appearing sick in order to avoid work, are included in the behavioral constituents.

The descriptive analysis was done in the research by Bashir et al. (2020) in Pakistan with 300 educators to calculate the mean score of educators' job satisfaction. The total mean score of job satisfaction survey was *(M = 3.90; SD = 0.44)* which was slightly higher than scale mean. Therefore, it was interpreted that special education teachers were moderately satisfied with their jobs. The effectiveness of self-determined job motivation components in predicting job satisfaction and readiness to stay with employment was studied in India by Asgari et al. (2017) with 320 female elementary teachers. The researcher found a positive association between instructors' motivation and job happiness *(t = 2.93; p = 0.004)*. Therefore, employment features including autonomy, working conditions and relationships with colleagues could all be improved by job satisfaction. Zemguliene (2015) noted that worker's performance and productivity were significantly related to their level of work fulfillment while

Bashor et al. (2017) discovered that culture and work fulfillment simultaneously affected worker commitment to completing their job. Furthermore, Zemguliene (2015) revealed a significant correlations of ($p < 0.01$) between work fulfillment, work commitment, interaction at workplace, and behavioral intentions toward job performance.

Job satisfaction includes the safety one experiences at work and the sense of success it gives one on a psychological, socio-economic, and societal level (Voon et al., 2011). Since a greater amount of a person's life is spent at work, therefore, work contentment seems to be very crucial determining factor of a person's level of contentment with life. People experience the highest level of life contentment when they are happy in their jobs. An individual who is dissatisfied with their occupation may not be content with life in general, which inevitably leads into decreased confidence and a sense of inadequacy at work. Job, compensation, promotion, income, and appreciation are the five main factors that impact how satisfied an employee is with their employment (Khalid & Irshad, 2011). Thus, according to Khalid and Irshad (2011), if these five factors are not adequately implemented, it may result in low job commitment.

Recognizing workers' efforts demonstrates care, which raises workers' morale and results in higher productivity and, ultimately, work fulfillment (Žemgulienė, 2015). Progression places the workforce on high alert with hopes of advancement within the company, resulting in increased work contentment. Healthier working environments are created, employees' needs are satisfied on multiple levels and ultimately work contentment is attained (Rashedul & Hossain, 2018). In every educational institution, educators are crucial. Without a qualified and motivated teaching personnel, appropriate teaching can never be accomplished. Olufemi (2020) in South Africa discovered that *76.3%* of teachers described their occupation as satisfying, while *23.7%* described their work as dissatisfying and overloaded. According to Olufemi (2020), job satisfaction and dissatisfaction is proportional to and believed to be important to teaching

effectiveness and teachers' efficiency. Therefore, in order to get the best outcomes from instructors, it is crucial that they are happy. Guaranteeing educators' contentment is a difficult undertaking, though, because human needs can never be totally met since the satisfying of one necessity triggers the necessity for another complex level need, according to Omole et al. (2019). Consequently, it is obvious that educating is a difficult job that needs a lot of reinforcements and motivations promoting contentment and performance.

In Ghana Seniwoliba (2013) found that teachers were more dissatisfied with extrinsic factors such as medical allowance, incentives, salary, working conditions, future pension, benefits, growth, advancement, recognition, students' indiscipline and status. The mean score for total satisfaction was *(M = 2.43)*. In the same line, Pepra-Mensah et al. (2017) with a total of 100 participants revealed that *70%* of instructors disagreed with the statement that their compensation was able to provide job satisfaction. Therefore, teachers not being satisfied with the compensation package perceived it as demotivating. The goal of this researcher was to explore the perception of Ghanaian teachers on their pay and work fulfillment, while the goal of the current study was to determine the association among mental wellbeing and work fulfillment among educators in Kenya.

Gesinde and Adejumo (2012), executed an investigation about work contentment of educators in Nigeria. The outcomes of the analysis of data revealed that almost all participants (99%) were satisfied with their job. Therefore, the argument was that teaching profession was considered as the most important profession in a nation and teachers' satisfaction with their job was utmost to the improvement of education in the nation. The importance of teachers' satisfaction with their job is predictor of the overall student academic success in schools as well as the transmission of positive affects, moral, cultural, and spiritual values. The study reviewed

used the descriptive survey method while the concluded study used a correlational survey method.

In the same vein, Muguongo et al. (2015) discovered that majority of teachers were not satisfied with the compensation they received *(53.7%)* in their study on effects of compensation on job satisfaction among teachers in Kenya. Therefore, the amount of compensation the teachers received and allowance given to the teachers were some of the major factors that influenced teachers' job satisfaction. Similarly, Mocheche et al. (2017) found that higher self-esteem was positively correlated to higher degree of career fulfillment *(r =.157; p = .011 .05)* in their study on impact of instructors' self-esteem on their career fulfillment. According to the survey, instructors are crucial in helping learners realize their goals of receiving a decent education and developing into more valuable people in the future. This research used the *Ex Post Facto* research design and a mixed method approach in which the researcher collected both quantitative and qualitative data. The current study used a quantitative correlational design and only quantitative data was collected for the study.

Njiru (2014) revealed on one hand that 56.7% of teachers obtained scores below the midpoint of 150 meaning that this proportion of teachers were dissatisfied. On the other hand, 43.3% of teachers obtained scores above the midpoint of 150 they were satisfied. The scores obtained by the teachers ranged from 84 to 231 with a midpoint score of 150. Therefore, most teachers in Kiharu schools were dissatisfied with their job. Hence, Njiru noted the need to attain the goals of a high standard education required motivated and pleased educators. This study used a descriptive survey research method which relied on a questionnaire and analysis of documents. The proposed study adopted a quantitative correlational survey which relied on a psychological wellbeing scale and job satisfaction survey. Wachira (2013) examined work contentment of science instructors in the district of Murang'a, Kenya in another research with

a sample made up of 50 respondents discovered that more than half number or 82% of instructors would resign from teaching if they get an opportunity; whereas simply a few number or 18% indicated that they would not.

Mental wellbeing and job satisfaction are the guiding principles in the current research. The studies mentioned in the empirical literature review have clarified the ramifications of job satisfaction among educators and its complexity. Job satisfaction has been related to several professional dimensions of primary school teachers such as school administration, relationship with colleagues, remuneration, self-esteem and working condition. However, the literature did not mention the relationship between job satisfaction and primary school teachers' mental wellbeing. In the current study, teachers' employment contentment is the term used to describe positive feelings about one's occupation, particularly one that makes one want to remain in the profession, is committed to the profession, and makes one proud to be a teacher. Both inner and external variables contribute to job happiness. Hence, the current investigation sought to establish a relationship between mental wellbeing and educators' work fulfillment.

2.3.3. Demographic Characteristics associated with Mental Wellbeing among Primary School Teachers

A population's or a group of people's demographics are described as a collection of attributes or characteristics (Fakhrul & Akter, 2019). Gender, age, education, job title, number of years employed, marital status, and other demographic factors have all been found to be crucial in predicting employee happiness and mental wellbeing (Kayla, 2011). According to Madden and Lee (2015) socio-demographic characteristics such as credentials and contact with

diverse cultures as well as technical obstacles have an impact on an employee's overall contentment and mental wellbeing.

Many studies have demonstrated that demographic factors are connected with psychological wellbeing of educators (Franklin et al., 2012; Rezai, 2011; Rezapour, 2011). In the processes of examining the association among numerous factors and mental wellbeing of educators, different results and sometime contradictory have been described. For instance, the research by Yang et al. (2012) in China with 3570 school teachers demonstrated that age and gender are connected with teachers' life quality and associated with teachers' mental wellbeing so that female and older teachers had lower mental wellbeing as demonstrated by the 36-item Short-Form Health Survey (SF-36) correlational results ($p < 0.05$). The study by Shakiba et al. (2012) confirmed the higher rate of psychological symptoms in female teachers.

A research was conducted in Iran by Davari and Bagheri (2012) on teachers' psychological well-being status and related demographic variables in Rodan's town with 274 teachers from which 150 were male and 124 females. Data from the respondents were gathered using a comprehensive demographic questionnaire as well as the GHQ-28 or General Health Survey. Findings showed that female instructors had the greater degree of physical symptoms, weariness and insomnia, and low mental health ($t = -4.5; p = 0.001$) compare to male instructors ($t = 1.8; p = 0.001$). Further, the researchers examined how age affected the study variable and found that, with 99% confidence, instructors' age simply affected the degree of their physical symptoms ($f = -5.5; p = 0.002$); it had no bearing on their anxiety and insomnia, social dysfunction, depression, or mental health ($f = 0.74; p = 0.479$). The research reviewed was conducted in Iran whereas the current one has been carried out in Kenya.

A number of studies internationally have found teachers across the ages relatively at high risk of common mental disorders and work related stress compared to other workers (Stanfeld et al. 2011; Evers et al. 2014; Hussey et al. 2012; Jain et al. 2013). The study conducted in Tanzania by Kayumba (2017) with 110 teachers indicated that 62.7% of teachers across the ages often experienced symptoms of stress and that majority of teachers had stress *(M = 1.8; SD = 0.7)*. The stress was negatively and significantly related to teachers' psychological wellbeing *($r = -.345$, $p < .001$)*. The common stress symptoms were headeches, pain, anxiety and forgetfulness. The reviewed research was a cause-effect study that assessed stress factors affecting teachers, while the current research was a correlational study that sought to establish the relationship between mental wellbeing and job satisfaction among teachers.

In Kenya some studies have explored the demographic characteristics related to psychological wellbeing among primary school educators. The research by Wanjiru (2014) with 170 teachers demonstrated a high level of burnout *(45.7%)* among teachers with degree level of education. Therefore, the study noted that teachers with higher academic qualification experienced low level of burnout compared to those with lower academic qualification. The gap was mentioned at the level of the focus of the study. On one hand, the reviewed research focused on the aspect of burnout among teachers. On the other hand, the concluded study focused on mental wellbeing among teachers.

This literature reviewed the demographic characteristics associated with mental wellbeing among teachers. The demographic characteristics such as gender and age were relatively related to mental wellbeing among primary school educators. In some literature they were significantly related to mental wellbeing while in other literature they were not. The gap found is at the level of geographical context of the study, the demographic characteristics selected and the population of interest. The current research was conducted among primary

school teachers in Kibera constituency with the demographic features including age, gender, education level, marital status and experience of teaching.

2.3.4. Demographic Characteristics associated with Job Satisfaction among Primary School Teachers

Age and gender aspects are shown through studies to be related to the phenomena of job satisfaction that have been done in many nations. Zhongshan (2013) discovered that male educators in primary education in Shanghai (China) seemed happier with their pay than their female counterparts, despite the fact that both surveys revealed female instructors highly contented compare to male instructors. On the other hand, Redmond and McGuinness (2018) discovered that gender did not significantly affect the degree of fulfillment among British teachers.

According to Toropova (2020) in his study on teacher job satisfaction with 200 teachers in Sweden, established that educators' gender, work experience quality and self-efficacy to be significantly associated to work fulfillment at *(r=.42; p=.05)*. The observation is therefore that educators felt competent to carry out different education duties, indicating the significant relationship that the higher efficacious educators were the greater fulfilled they were with their job.

Age and job happiness among Finnish teachers were found to be strongly correlated, according to the research's findings by Olli-Pekka et al. (2017). The survey of Finnish teachers discovered the association among age and job satisfaction (*CFI=0.94; TLI=0.92*). Similarly, Zhongshan (2013) discovered in his research that as teachers' ages rose, so did their levels of job happiness. Consequently, it may be stated that the amount of job happiness is inversely correlated with the age of the instructor, with younger teachers reporting lower levels of job

satisfaction. This suggests that previous research has found a considerable dissimilarity in career fulfillment among teachers depending on their ages. A poll on educator incentive was also done by Bennelli and Akyeamponga (2012) that discovered young *(54%)* educators in Tanzania felt less privileged to be educators by profession than their older colleagues. This means that there were important age-related differences in the career fulfillment of educators.

The study conducted by Alyaha and Mbogo (2017) on demographic factors affecting instructors' proficiency and professional contentment in Yei Town, South Sudan's non-formal elementary schools showed that the demographic characteristics of participants affected instructors' professional contentment. Data for the investigation were gathered on a sample of 95 participants. The result of the investigation revealed that female instructors seemed highly contented with their profession *(75%)* than their male counterpart *(25%)*. Additionally, the research never established clear link among age and profession contentment among instructors. Level of qualification of teachers was found significantly connected to their profession contentment *($r = .07$; $p = .05$)*. The study indicated as well that instructors with extended career experience demonstrated advanced degree of profession contentment. This study used purposive and random sampling technique and employed a survey design to collect quantitative data. The concluded study adopted the multistage random sampling technique and a correlational design. Koustelios, who was quoted by Bennell et al. (2012), claimed that instructors with more experience in the classroom reported better degree of work fulfillment with things like compensation and supervision. Similar to this, Greenberg and Baron cited by (Varotsis, 2019) claim that workers with several years of service felt their jobs were more satisfying than their coworkers.

In Kenya some studies have explored the demographic characteristics related to work contentment among primary school teachers. Amongst them, the research conducted by Kinyua

(2014) on factors that affect educators of learners with special needs' career fulfillment in Kenya's Kirinyaga county's integrated public elementary schools with 33 special education teachers. The study found that majority of special school teachers *(75.76%)* confirmed that workplace setting, sociable colleague is indispensable for career contentment. Additionally, the result of the study informed that individual qualities including age, gender, educational level and family status are significantly related to career contentment among special school teachers. The gap found in this research is at the level of the context in which the research was conducted. On one hand, the research reviewed was conducted in Kirinyaga among special school teachers, on the other hand, the current research was conducted in Kibera constituency among the primary school teachers.

The study by Ongati (2018) confirmed that promotion had a negligible impact on educators' work fulfillment, according to an analysis of the influence of a few aspects at non-formal schools in the Kasarani subcounty of Kenya *(M=1.72)*. The majority (82%) of instructors claimed that their school's present promotion system was unwelcoming to educators and was constructed in a way that prevented teachers from being elevated to higher positions.

This literature reviewed the demographic characteristics associated with job satisfaction among teachers. The demographic characteristics such as gender and age were relatively related to work fulfillment among primary school educators. In some literature they were significantly related to job satisfaction while in other literature they were not. The gap found is at the level of geographical context of the study, the demographic characteristics selected and the population of interest. The current research was conducted among primary school teachers in Kibera educational sub-county with the demographic features including age, gender, education level, marital status and experience of teaching.

2.3.4. Relationship between Mental Wellbeing and Job Satisfaction among Primary School Teachers

The section will focus on the literature review exploring the aspect of correlation between psychological wellbeing and job satisfaction among primary school teachers. To start with, the concept of mental wellbeing includes concepts such as controlled emotions, a healthy and effective mind, and good physical functioning (Bodeker et al., 2020). According to Armstrong (2009), people's attitudes and feelings toward their occupations are reflected in their level of occupation contentment. Armstrong defines work fulfillment as having an optimistic or promising attitude about one's employment and workplace.

Thus, the higher the teacher enjoys psychological well-being and is content with their profession, the more they are motivated to work hard, the higher capable and effective the entire teaching system will become, which will have an impact on how well society as a whole performs. Aliakbari (2015) in his descriptive-correlational study about influence of work fulfillment on teachers' psychological wellbeing in Iran with 332 teachers discovered a positive and meaningful relationship between job satisfaction and mental wellbeing, *($r = .300$, $p = .000$)* at the confidence level of 99%. Therefore, the greater the degree of job satisfaction, the higher the level of mental wellbeing among Iranian teachers in Mazandaran province. The gap is that the current study will be conducted in Kenya and will be a quantitative correlational study.

Understanding how degrees of exhaustion in educators are tempered or worsened by elements like their self-efficacy and job satisfaction is crucial to comprehending educators' psychological well-being. Zee and Koomen (2016) found that teachers' mental well-being is related with teacher burnout and satisfaction (*range = −.17 to −.63; Mdn = −.36*) in their study conducted with wider sample sizes of classroom educators who took part in the research.

Positive factors underlying teachers' psychological well-being include teachers' job satisfaction, self-efficacy, relationships with colleagues, working conditions, students' performance, personal achievements, and social support.

The investigation done by Bashir et al. (2020) with a total of 300 educators, applying the Pearson correlation coefficient found out an positive and statistically significant relationship between teachers' psychological wellbeing and job satisfaction *(r = .41, p = .01)*. The study confirmed, therefore, that greater number of educators had moderate degree of job satisfaction, moderate degree of psychological wellbeing and moderate degree of self-esteem. The gap found in this study is the geographical location of the research. The previous study was conducted in Pakistan while the current study was carried out in Kenya. The research in Malaysian by Zawawi et al. (2021) on social psychological perspective of teachers' well-being with 300 instructors indicated that teachers' societal, administrative and financial status significantly influenced their psychological wellbeing *(t = 1.235; p = 0.398)*. Henceforth, in order to improve teachers' mental wellbeing, it is important to improve their social, administrative and financial status.

Instructors' emotional experiences in the classroom have a substantial impact on how they approach teaching. A study by Yin et al. (2013) used 673 primary school educators from China as a sample to explore the relationship between teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. The correlational matrix's findings indicated that the expression of naturally felt emotion significantly influenced teaching satisfaction *(B = .21, p < .01)*. The study reviewed used a descriptive survey design and for data collection three scales were used: The Wong and Law emotional intelligence scale, teacher emotional labor strategy scale and the teaching satisfaction scale. In the current study, the

quantitative correlational design was applied and data was gathered through the psychological wellbeing scale and job satisfaction survey.

In South Africa, Beukes (2017) carried out a research on subjective well-being in teachers with 368 respondents. Pearson correlational coefficient was used to evaluate the correlation between job resources, personal wellbeing and life fulfillment. The overall job demands resources "JDR" was seen to significantly predict factor of subjective wellbeing "SWB" *(B = .336, p < .001)*. The factors that collectively make up subjective well-being included work engagement, emotional weariness, physical, psychological, and collective wellbeing. The gap detected from the research is at the level of data collection instruments. This study used the job demand-resources scale (JDRS), the satisfaction with life scale (SWLS) and the Subjective wellbeing scale (SWBS). However, the current will use psychological wellbeing scale (PWBS) and job satisfaction survey (JSS) for data collection.

Suraiya and Shakir (2020) conducted a study in Egypt with 352 educators and discovered that instructor's work-related anxiety and effectiveness was strongly and adversely interconnected *(B = .485, p < .01)*. The study confirmed that the management abilities in instructors, their proficiency, aptitude to organize classroom, dedication to their career, accountability, esteem and confidence, teaching abilities and their achievement and learning outcomes are significantly related to teachers' high mental wellbeing *(B = .398, p < .01)*. The gap was found at the level of geographical context and instruments. The research reviewed was done in Egypt and adopted the teacher effectiveness scale, occupational stress scale and teacher morale scale while the current study was carried out in Kenya and adopted the psychological wellbeing scale and job satisfaction survey for data collection.

Educators perform a crucial role in ensuring the delivery of high-quality education, their mindset and current state have a big impact on how well students achieve their learning goals. In Kenya, Wanjala and Joram (2018) carried out a research with 17 headmasters and 95 instructors from formal elementary schools. The study's findings indicated that socio-psychological work environment in most schools (74.7%) influenced instructors' commitment to their jobs. The majority of instructors believed they shared a level of life status with their colleagues. Henceforth, so as to deliver fundamental education effectively and efficiently, primary schools should ensure the improvement of the socio-psychological working conditions such as job setting, job design, job conditions and treatment of workers so that instructors engage willingly in assisting pupils and become committed in their jobs.

The above-mentioned research studies have widely investigated the association between mental wellbeing and profession contentment of primary school teachers. However, the gaps identified throughout this literature review were found at the level of geographical context of the studies, the research design and methodology, the instruments utilized in data collection and data analysis, and the population of the study. In fact, none of these studies reviewed had been conducted among primary school teachers in Kibera educational sub-county. Hence, the current research investigated the relationship between mental wellbeing and career fulfillment of educators in Kibera educational sub-county, Nairobi.

2.4. Conceptual Framework

This term refers to the representation of a relationship the researcher expected to see between variables. In the present research, the investigator wanted to establish the relationship between mental wellbeing and job satisfaction.

The conceptual framework in this study was based on Ryff's theory of mental wellbeing and Herzberg two factors theory of job satisfaction. It demonstrated the connection between mental wellbeing and work happiness among educators in Kibera constituency, Nairobi. Using the Pearson correlational coefficient, the factors comprising Psychological wellbeing such as purpose in life, autonomy, positive relation with others, environmental mastery, personal growth and self-acceptance were correlated to job satisfaction factors including promotion, salary, supervision, promotion opportunities, fringe benefits, communication, coworkers, tasks, and general satisfaction.

Figure 1. ***Relationship between Mental Wellbeing and Job Satisfaction***

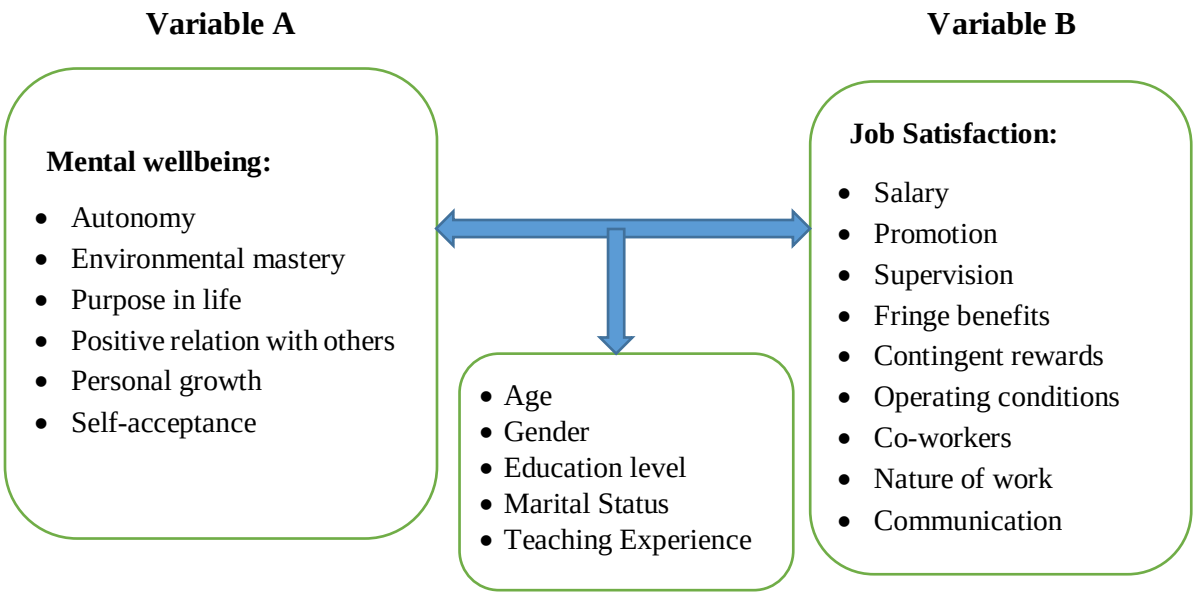


Figure 1 presented the conceptual framework representing the relationship between mental wellbeing and job satisfaction. The intervening variable were the population features. The variable A was mental wellbeing comprising autonomy, environmental mastery, purpose in life, positive relation with others, personal growth and self-acceptance which were correlated to variable B that was job satisfaction comprising salary, promotion, supervision, fringe

benefits, contingent rewards, operating conditions, coworkers, nature of work and communication. Additionally, the Levine test was performed using the paired and one sample t-test with 99% confident to assess the variance in the demographic characteristics of participants associated with mental wellbeing and job satisfaction.

2.5. Chapter Summary

Discussions on teachers' mental wellbeing have been ongoing on a worldwide scale, with an emphasis on how states are ensuring that mental stress is eliminated from the teaching profession. The researches reviewed in this chapter have indicated that professional mental health issues may be more of a worry than physical symptoms, which had previously won the global professional health discussions. The chapter presented an appraisal of the theoretical and the empirical literature discussing mental wellbeing associated with work fulfillment of elementary educators. It as well informed about the gaps found in the literature reviewed. Some of the gaps were found at the level of the research context, research design, research methodology and research instruments. The concepts discussed included teachers' mental wellbeing, teachers' job satisfaction and demographic characteristics of primary school teachers. The chapter also discussed the theoretical and conceptual framework of the study. The next chapter focused on the methodology utilized during the research processes.

CHAPTER THREE

Methodology

3.1. Introduction

Creswell describes methodology as strategies and plans of action connecting methods and outcomes (Creswell, 2014b). The chapter on methodology is a panoramic view of procedures to be followed from the research design to the data analyses, it summarizes how the research was executed. The sections of the chapter are as follows: introduction, epistemology, research design, research site, target population, sampling design (sampling frame, sampling size determination, sampling technique), research instruments (validity and reliability), data collection procedures, data analysis, ethical consideration and finally summary of the chapter.

3.2. Epistemology of the Study

The positivism epistemological paradigm was adopted in the course of this study. It helped in collecting numerical and accurate data about mental wellbeing and job satisfaction with scales and questionnaires that were submitted to the respondents. With the use of positivism theory, the researcher was able to access objectively the aspect of mental wellbeing and job satisfaction through the scientific method (Bunniss & Kelly, 2010). Flick (2014) asserts that positivism forbids the inclusion of the researcher's subjective viewpoints since the methodology focuses on measured relationships between verifiable facts rather than speculation and conjecture.

Therefore, in the course of this research, the researcher did not give any subjective opinions or speculation that could interfere with the quantitative findings of the ongoing research. Positivism was therefore the more scientific perspective and most suited for the current study with no room to researcher's personal opinions as the approach deals only with verifiable observations and measurable relations.

3.3. Research Design

It is a method of examination developed to provide answers to certain questions and lies at the heart of every study (Creswell, 2014b). This study utilized the quantitative correlational survey design. Correlational survey design is the strategy and measurement that produces quantitative correlational values (Rovai et al., 2014). The data acquired is the result of realistic research and fieldwork. These methods require work and planning. They often give closed-ended responses.

Data for the current research was gathered by means of a correlational survey design. The correlational survey design is used to determine how two factors could be related (Asenahabi, 2019). The strength of the relationship among two or more quantitative variables is described by a correlational design and it does so by using a correlation coefficient. Once the two variables are measured, they are then computed through the correlational coefficient to ascertain how approximately the two variables' values are connected or fluctuate in a noticeable way. Data collection and analysis was carried out using mathematical and statistical techniques focusing upon the psychological wellbeing scale and the job satisfaction survey instruments of collecting quantifiable data. Furthermore, the analyzed results were generalized to the population of the study.

3.4. Research Site

The research was carried out in Kibera educational sub-county, Nairobi. Kibera educational sub-county comprises fourteen wards which include Kianda, Olympic, Soweto West, Katwekera, Kisumu Ndogo, Makina, Raila, Karanja, Laini Saba, Kambi Muru, Lindi, Mashimoni, Silanga and Soweto East. Kibera is situated about 5kms southwest of Nairobi city center, its dimension is approximately 2.5 square kilometers (APHRC, 2014). Kibera is believed

to be the largest informal urban settlement in Africa. Over the years, increasing estimates of the size of the slum's inhabitants have been produced and published by a variety of stakeholders, including governmental and local organizations, NGOs, CBOs, academics, and the media. The majority of them claimed that it was the greatest slum in Africa, with a population of over 250,000 (Wanjiru & Mastubara, 2019). The current study was carried out in Kibera educational sub-county, Nairobi for the reason that Kibera has got a high number of primary schools with limited working conditions for teachers.

3.5. Target Population

The term "target population" mentions the whole collection of population, things or any other subject the investigator is interested in because of shared features that may help to gather pertinent data concerning the topic under study (Levy & Lemeshow, 2013).

The primary school teachers in Kibera educational sub-county, male and female, constituted the target population for this study. There are two types of primary schools in Kibera: formal primary schools, which are recognized by the Ministry of Education, and the non-formal primary schools, which are registered at the Ministry of Gender and Social Services. Kibera educational sub-county has a total of 146 formal and non-formal primary schools with about 882 teachers (*Kibera Sub-County Education Office, 2022*). The research took into consideration the demographic characteristics of participants including their age, gender, educational level, marital status and teaching experience.

Kibera sub-county has approximately an overall population of about two hundred and fifty thousand inhabitants living in a 2.5 square kilometres in the southwest of Nairobi nearly surrounded by more affluent areas, as indicated in the Kenya National Census (KPHC, 2019). The area has limited school facilities with appropriate working conditions for the teachers.

Kibera is an over populated area with an estimated population of 70% comprising of children and youth. The study focused on a sample population of 265 primary school teachers of both gender who were selected from the primary schools in Kibera.

3.6. Sampling Design

The procedure of picking a number of individuals or a sample from the intended population is known as sampling design (Oladipo et al., 2015). This section presented the techniques together with the sample size determinants for the study. For sampling procedures, the current study adopted the probability sampling techniques. Therefore, the researcher gave the same chance for each participant in the study to be selected. The Krejcie and Morgan (1970) formula was used to calculate the sample size for this research.

3.6.1. Sampling Frame

The term "sampling frame" denotes a comprehensive and precise lists of available population from which the researcher select the research sample (Bukhari, 2020). The total population of primary school teachers in Kibera was estimated at 882 that is the population form which the sample of participants was drawn for the current study. This study adopted the multistage sampling technique implying that the sampling involved a sequence of stages. The sampling frame of this study listed all primary school teachers' male and female in Kibera educational sub-county, Nairobi.

Table 1 Population of the Study

Ward	Nb. of schools	Teachers (M)	Teachers (F)	Total
Formal Primary Schools				
Sarangombe	4	13	16	29
Makina	12	34	47	81
Mugumoini	6	22	23	45
Lindi	10	36	36	72
Laini Saba	10	33	41	74
Kenyatta	5	20	17	37
Nyayo Highrise	5	15	16	31
Non-Formal Primary Schools				
Sarangombe	9	26	22	48
Makina	19	45	55	100
Mugumoini	10	34	25	59
Lindi	21	54	62	116
Laini Saba	22	56	56	112
Kenyatta	7	16	26	42
Nyayo Highrise	6	24	12	36
Total	**146**	**428**	**454**	**882**

Source: Kibera Sub-County Education Office, 2022

3.6.2. Sample Size Determination

The selection of a sample in quantitative study requires a certain critical and careful process because it is essential for the validity and reliability of a quantitative study (Creswell, 2014a). Shorten and Moorley (2014) contend that a sample should be the right size for achieving results that can be trusted, not too big or small. The sample for this investigation will be decided using the formula developed by Krejcie and Morgan (1970). A 95% confidence interval and a roughly 5% error are applied in the formula to determine the sample size.

$$S = \frac{x^2 NP(1-P)}{d^2(N-1) + x^2 P(1-P)}$$

From the Formula:

S = to the recommended sample size

$\mathbf{X^2}$ = to the table value of Chi-square for 1 degree of freedom at the desired confidence level;

N = to the population of the study;

P = to the population proportion (0.5 is used to provide the maximum sample size);

1-P = to the estimated proportion of failures;

d^2 = to the maximum allowed error between the true proportion and sample proportion (for this study, it is set at 5%).

$$S = \frac{1.96^2 \times 882 \times 0.5(1-0.5)}{0.05^2(882-1) + 1.96^2 \times 0.5(1-0.5)} = \frac{847.05}{3.2} = 265$$

The sample size of this study comprised of 265 primary school teachers

3.6.3. Sampling techniques

Sampling techniques are strategies used by the researcher in the process of drawing a small sample from a larger population (Bukhari, 2020). This study used the multistage sampling technique. The multistage sampling involves a sequence of stages. The results are presented in table 2 below.

Table 2 Proportionate Sampling Techniques

Ward	Total Pop	Male	Female	Fraction	Male S	Female S	Total S	%
Formal Primary Schools								
Sarangombe	29	13	16	0.3	4	5	9	3.3%
Makina	81	34	47	0.3	10	14	24	9%
Mugumoini	45	22	23	0.3	7	7	14	5.3%
Lindi	72	36	36	0.3	11	11	22	8.3%
Laini Saba	74	33	41	0.3	10	12	22	8.3%
Kenyatta	37	20	17	0.3	6	5	11	4.2%
Nyayo Highrise	31	15	16	0.3	4	5	9	3.4%
Non-Formal Primary Schools								
Sarangombe	48	26	22	0.3	8	7	15	5.6%
Makina	100	45	55	0.3	13	16	29	11%
Mugumoini	59	34	25	0.3	10	7	17	6.4%
Lindi	116	54	62	0.3	16	19	35	13.2%
Laini Saba	112	56	56	0.3	17	17	34	12.8%
Kenyatta	42	16	26	0.3	5	8	13	5%
Nyayo Highrise	36	24	12	0.3	7	4	11	4.2%
Total	**882**	**428**	**454**	**0.3**	**128**	**137**	**265**	**100%**

Table 2 presents the multistage sapling technique for selecting the sample of the study.

The first stage involved categorizing the population according to their gender. Therefore, the

results showed that 428 (48.5%) teachers were male and 454 (51.5%) teachers were female. The next stage involved the extraction of the fraction to calculate the sample. The fraction was found by dividing the sample of the study with the total population of the study *(Fr = 0.3)*. The last stage was to proportionately calculate the sample of the study according to gender of participants. Hence, from a total of 428 male teachers 128 (30%) were selected to respond to the questionnaire and from a total of 454 female teachers 137 (30%) were selected to respond to the questionnaire. The total number of respondents in the current research was 265 male and female teachers selected from the primary schools in Kibera educational sub-county. This sampling technique was in line with Mugenda and Mugenda (2012) who suggests that 30% percent of the population is acceptable for the research participants.

3.7. Research Instruments

The tools that are utilised by the researcher in the process of collecting, analysing and reporting the data are known as research instruments (Miller, 2018). The study used the Ryff's psychological wellbeing scale and the Spector's job satisfaction survey for data collection. The choice of these instruments was justified by the desire of the researcher to obtain data that are expressed in accurate and reliable way. In addition to the two set of instruments, a demographic background information of participants included gender, age, marital status, level education and teaching experience were completed by the participants.

The first variable of the study was mental wellbeing which was measured by the psychological wellbeing scale (Ryff, 1989). The PWBS version of the 18 items was used to gauge the degree of mental well-being of primary school teachers in Kibera educational sub-county. PWBS consists of six distinct dimensions comprising life purpose, autonomy, personal growth, self-acceptance, positive relation and environmental mastery with three items in each dimension from which total scores were computed. There is no exact score or maximum

defining high or low psychological wellbeing. The distinctions between high or low psychological well-being can be derived from distributional information from the data collected. For this study, low level of psychological wellbeing referred to scores from 18 (16.7%) to 41 (38%), moderate level of psychological wellbeing from 42 (38.9%) to 66 (61%), high level of psychological wellbeing ranged from 67 (62%) to 89 (82.4%) and very high level of psychological wellbeing referred to scores from 90 (83.3%) to 108 (100%).

The study's second variable, work happiness was measured by asking educators in Kibera educational sub-county to complete the Spector's Job Satisfaction Survey (JSS). This consisted of 27 items and of nine sub-scales. Each sub-scale composes three items, from which total scores were computed. The negative statements were reversely scored prior to adding them to the favorably worded items to create full scores because high scores on the scale indicated high work fulfillment. Since a score of 1 for strongest disagreement on a positively worded question is similar to a score of 6 for strongest agreement with a negatively written item, these scores can be meaningfully combined. Therefore, for this study, low level of job satisfaction referred to scores from 27 (16.7%) to 61 (37.6%), moderate level of job satisfaction from 62 (38.3%) to 96 (59.3%), high level of job satisfaction ranged from 97 (59.9%) to 131 (80.9%) and very high level of job satisfaction referred to scores from 132 (81.5%) to 162 (100%).

3.8. Validity and Reliability of the Instruments

Measurement scale psychometric qualities, such as validity and reliability, are crucial for determining the suitability and accuracy of a scientific study's method (Bajpai & Bajpai, 2014). The two benefits of validity and reliability are increased transparency and less potential for researcher's bias.

Drost (2011) defined dependability as the degree to which measurements are repeatable when performed by various individuals using various instruments that measure the construct or skill on several occasions and under various conditions. According to Twycross et al., (2015), in quantitative research, reliability is used to describe the consistency, stability and repetition of findings. Accordingly, if constant results have been obtained under identical circumstances but distinct conditions, the findings of a researcher are considered reliable.

An instrument's validity is the extent to which it assesses what it promises to assess (Robson, 2011). Therefore, according to Pallant (2011), an instrument is required to precisely quantify the study's concepts. An instrument comprises a complete experimental concept and assesses if the outcomes meet all requirements outlined in the scientific research approach.

3.8.1. Validity and Reliability of the Psychological Wellbeing Scale

Validity and Reliability of the PWBS was evaluated with a sample of 321 participants (Ryff, 1989). According to Ryff, reliability ranged from .86 for autonomy to .93 for self-acceptance. A subset of the sample, consisting of 117 individuals, was used to measure test-retest reliability over a period of six weeks; coefficients varied from .81 to .85. The internal consistency reliability coefficients in a different study varied from .78 for autonomy to .79 for self-acceptance. The shortest 18-item questions are adopted in the majority of pilot studies to examine the factorial validity of the PWBS model.

Respectively the six sub-scales were simultaneously related to various existing tests of mental well-being to evaluate the validity of the PWBS. The Affect Balance Scale relationships reached .25 for personal growth to.62 for environmental mastery. The Life Satisfaction Index associations fluctuated between .28 with autonomy to .73 with self-acceptance. The Zung Depression Scale was employed to assess maladjustment, and

associations among environmental mastery, purpose in life, and positive interpersonal interactions varied from -.60 to -.33. Rosenberg self-esteem scale correlations varied from .29 for personal development to .62 for self-acceptance (Ryff, 1989). The goal of the current investigation was to establish the relationship between the psychological wellbeing scale (PWBS) and job satisfaction survey among primary school teachers in Kibera educational sub-county, Kenya.

3.8.2. Validity and Reliability of the Job Satisfaction Survey

This familiar tool's reliability and validity have been thoroughly investigated. Internal consistency among the nine subscales was moderate, with an average subscale score of 0.60 and a total scale score of 0.91. Within construct validity of 0.70 was proven out of a sample of 3,067 people (P. Spector, 1997). An internal consistency ranging from .37 to .74 was found with 43 respondents during an 18-month period. Studies probing validity of various work satisfaction scales on a single employee were positive. A link between five items on the Job Satisfaction subscale and some items on the Job Description Index was calculated, ranging from 0.61 for coworkers to 0.80 for supervision.

By means of the alpha coefficient techniques grounded in the research by Spector (1985), the survey validity as well as its coding system and overall scores have been established. Through concurrent approaches such as the Minnesota job satisfaction survey, the Demographic information survey, and the job descriptive index survey, the validity of the questionnaire has been examined. Many research have verified the validity and reliability of this questionnaire (Weiss, 1969). Additionally, its validity and reliability have been proven in regional investigations (Muindi, 2011). As a result, it can be claimed that additional adequacy indicators supported the confirmatory factor analysis of the job satisfaction survey.

3.9. Pre-testing of Instruments

In order to test out the research instruments in advance of the main investigation, pre-testing of instruments is viewed as a smaller-scale version of a research (Simon, 2011). Collins and Gray (2015) recommended 10% of the sample for the pre-testing of research instruments. Therefore, for the current study, the researcher submitted the psychological wellbeing scale and job satisfaction survey to 27 respondents representing 10.2% of the sample of participants (n = 265) for the current study. The 27 respondents were selected from 4 different primary schools in Kariobangi constituency. Using convenience sampling method, the researcher involved 27 primary school teachers in the pre-testing of the instruments. Each participant was asked for their informed consent after being told of the exercise's goal and the study's conditions.

Using the psychological wellbeing scale and the job satisfaction survey, the data were collected from them by allowing them to fill accurately the two sets of questionnaires. The statistical analysis including frequency, percentile, mean, Std. deviation as well as Pearson product moment correlation coefficient were carried out afterwards through the SPSS-25 to analyze the data.

The pre-testing of the instruments informed the researcher about important details of the instruments such as, the instructions attached to the instrument are well understood by participants; the instrument is understood by participants; the quality of information obtained satisfies the researcher's expectation. In case, the current instruments indicated some deficiencies the researcher would search for appropriate instruments for data collection in the main project.

3.10. Data Collection Procedures

The term "data collection" refers to systematic process of gathering and evaluating material on pertinent factors responding precisely to the study preoccupations, examine hypothesis and assess findings (Kabir, 2016). The Tangaza University Research and Ethical Commission (TUREC) issued an authorization letter following the acceptance of the suggested study by supervisors and the defence panel. The authorization letter, therefore, allowed the researcher to submit an application for clearance permit to the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher next met with the Kibera sub-county education officer to give details about the nature and goals of the research and asked for a written authorization allowing access to the primary schools under their control. The researcher then visited the selected schools in Kibera constituency and booked an appointment with the school administrations.

The psychological wellbeing scale and the job satisfaction survey were used to collect information from primary school teacher participants in the study in Kibera educational sub-county. Before meeting with teachers, the researcher introduced himself to the school administration, he presented the permission letters for the research and requested the permission of the school to distribute the questionnaire to the teachers. After receiving the permission from the school, the researcher requested consent from the respondents before the distribution of questionnaires on the agreed days. The questionnaires were distributed to respondents in each of the schools in different day at the time agreed with the participants. The respondents were assured about confidentiality, and every effort was taken to make them feel at ease while the data were gathered. The questionnaires were filled between 15-20 minutes by the respondents after which the researcher collected back the filled questionnaires.

3.11. Data Analysis

As section of research, quantifiable as well as reliable data are systematically collected and analyzed. Statistical techniques are involved in grading or analyzing numerical data (Creswell, 2014b). Data gathered from respondents by the means of the psychological wellbeing scale and the job satisfaction survey were examined by means of the descriptive and inferential statistics through SPSS version 25. Descriptive statistics were done for demographic information of respondents whereas inferential statistics were performed to test hypothesis one (H_{01}), two (H_{02}) and three (H_{03}).

Objectives one and two were analyzed using the descriptive statistics. The descriptive statistics were used to determine the high and low values of scores of respondents for each item of the instruments. The high value indicated a high level of mental wellbeing and job satisfaction, while the low value indicated a low level of mental wellbeing and job satisfaction. Standard deviation was used to measure how dispersed were the data collected on mental wellbeing and work happiness in comparison with the mean of respondents. The low standard deviation indicates that data are clustered around the mean. The low Std. deviation implies that respondents scored an approximately similar results. However, the high standard deviation indicates that data are more spread out around the mean.

Objectives three, four and five were analyzed using analysis of variance, t-test and Pearson coefficient correlation. ANOVA and t-test was used to analyze the relationship between demographic characteristics associated with mental wellbeing and job satisfaction. The results from the tests reveal whether a meaningful and consistent association existed between demographic characteristics and mental wellbeing, and demographic characteristics and work happiness. Pearson correlational coefficient was executed to analyze the strength of the

relationship between mental wellbeing and job satisfaction. The result of the test indicates if a weak or strong relationship existed between variables.

The analysis of variance makes the assumption that the scores for each group have roughly similar variance and that there is a normal distribution among the groups. T-test is an inferential statistic that helps in calculating the probability of rejecting the null hypothesis (McMillan & Schumacher, 2010). Moreover, Pallant (2007) affirms that t-test is used when there are two groups or two sets of data. According to Bluman (2013) Pearson product moment coefficient (r) is adopted to assess the magnitude, direction, and likelihood of a linear relationship between two interval or ratio variables.

3.12. Ethical Considerations

In terms of philosophical research, ethics denotes a systematic approach of understanding, investigating, and differentiating right from wrong, good from bad, and admirable from deplorable as they pertain to the welfare and the interactions among sentient creatures (Akaranga & Makau, 2016). Formal theories, methods, and standards of behavior, such as those created for professionals and researchers, are used to apply ethical judgements (Akaranga & Makau, 2016). The later adhered to moral standards including the professional codes of behavior for data collection, analysis, reporting, confidentiality, informed consent, and right to privacy and withdrawal from the study.

The study adhered to the Tangaza University College research ethics by observing the university's codes of conduct for researchers throughout the study period. Obtaining the consent of those in positions of authority was one of the strategies used during data gathering before approaching respondents to participate in the study in primary schools in Kibera. Furthermore, all sources that were used in the research were accurately cited to avoid plagiarism. The

respondents' informed consent was obtained in order to facilitate their voluntary participation. The researcher ensured that the data gathered from respondents were only used for academic reasons. For safeguarding discretion and secrecy of participants, information was accumulated to replicate classifications instead of personal feedbacks. The researcher ensured the privacy of respondents by ensuring that the information collected were carried in a waterproof envelop and analyzed in a confidential place. Finally, copy of the final report were deposited to the research sites at the completion of the study.

3.13. Chapter Summary

The comprehensive description about the processes of the research was provided in this chapter. The chapter explained the research epistemology, research design, sampling technique, measuring instruments, methods for data collection and procedure of the study. It included tables highlighting respondents' features of interest for the research. Furthermore, the chapter provided an account of data analysis. The descriptive and inferential statistics used for data analysis were explained. This chapter finally outlined the ethical considerations that were adhered to in the course of the current study.

CHAPTER FOUR

Results

4.1. Introduction

In this chapter, the findings and analysis of the research will be presented. The chapter comprises the sections such as the reliability of the scales, response rate and the socio-demographic features of participants. Additionally, the results were presented based on the research objectives. Finally, the hypotheses were tested.

4.2. Response Rate

The researcher targeted a population of 882 primary educators in Kibera educational sub-county from whom a sample of 265 educators was drawn using Krejcie and Morgan (1970) formula. The researcher used two standardized scales and the response rate is presented in the table 1 below.

Table 3 Response Rate

Instrument	Produced Questionnaires	Sample of Respondents	Returned Questionnaires	Properly filled	Spoiled
Questionnaire	290	265	274	265	9

The sample for this study was 265 respondents drawn from a population of 882 primary school teachers in Kibera educational sub-county using the Krejcie and Morgan (1970) formula. The researcher produced 290 copies of questionnaires in anticipation that some questionnaires may not be returned and others might be spoiled. Therefore, the researcher was in position to get the 265 copies of questionnaires which equal to the total number of the study sample n = 265 (100%).

4.3. Reliability of Mental Wellbeing Scale and Job Satisfaction Survey

The reliability of the mental wellbeing scale and the job satisfaction survey was performed through the means of the SPSS version 25 to determine the level of reliability of the instruments used for data collection in the research. The Cronbach's alpha analysis was used to measure the reliability of the instruments. According to Cronbach (1951), the alpha analysis of $\alpha < .5$ is considered undesirable; $.5 \leq \alpha < .6$ is considered poor; $.6 \leq \alpha < .7$ is considered acceptable; $.7 \leq \alpha < .9$ is considered good; and $\alpha \geq .9$ is considered excellent.

Table 4 Reliability of the Scales

Scale	No. of items	Mean(M)	SD	Cronbach's (a)	Scoring
Psychological Wellbeing Scale (PWBS)	18	80.88	10.28	.725	1 to 6
Job Satisfaction Survey (JSS)	27	109.19	16.63	.802	1 to 6

The Cronbach's (1951) test used to assert the reliability of the 18 items of the psychological wellbeing scale on a 6 Linkert scale has revealed an alpha of $\alpha = .725$ which is considered acceptable implying that the Ryff (1989) psychological wellbeing scale applied well to the respondents in the current research. In the similar way, the Cronbach's test was used to measure the reliability of 27 items of the Spector's (1985) job satisfaction survey. The reliability of the job satisfaction survey on a 6 Linkert scale was $\alpha = .802$ which is considered good implying that the Spector's job satisfaction survey applied well to the respondents in the current study.

4.4. Respondents' Demographic Characteristics

The socio-demographic features of respondents are presented descriptively using the categories of age, gender, highest education attained, marital status and teaching experience. The results in table 2a show that the responses were from respondents with varied demographic characteristics.

Table 5 Demographic Characteristics of Respondents

Demographics	Descriptions	Frequencies	Percent (%)
Age	20 to 29 years	82	30.9
	30 to 39 years	122	46.0
	40 to 49 years	41	15.5
	50 to 59 years	20	7.6
Gender	Male	113	42.6
	Female	152	57.4
Highest Education Attained	Secondary school	30	11.3
	DPTE	53	20
	ECDE	72	27.2
	P1 Certificate	110	41.5
Marital Status	Single	70	26.4
	Married	187	70.6
	Widowed	5	1.9
	Divorced	3	1.1
Teaching Experience	From 1 to 5 years	80	30.2
	From 6 to 10 years	106	40
	From 11 to 15 years	33	12.5
	From 16 to 20 years	20	7.5
	From 21 and plus	26	9.8

According to table 5 the high number of respondents' age was between 30 and 39 years *(n = 122; 46.0%),* and the lowest number was those aged between 50 and 59 years *(n = 20; 7.6%).* Concerning gender factors, the high number of respondents were females *(n = 152;*

57.4%) while males comprised *42.6% (n = 113)*. However, initially the study had proposed a proportionate gender sample of *128 (30%)* male participants and *137 (30%)* female participants in the study. Regarding the highest education attained, the results show that the high number of respondents attained P1 certificate *(n = 110; 41.5%)*, and the lowest number attained secondary school *(n = 30; 11.3%)*.

Most of the respondents were married *(n = 187; 70%)* and only a few *(n = 3; 1.1%)* were divorced. Finally, the table indicates that the high number of educators reported teaching experience of 6 to 10 years *(n = 106; 40%)* and the lowest number had teaching experience of 16 to 20 years *(n = 20; 7.5%)*.

Table 6 Mean and Std. Deviation for age and teaching experience of Respondents

Descriptions	Age	Teaching Experience
Total	265	265
Mean	34	2.26
Std. deviation	8.33	1.24

Table 6 presents the mean and Std. deviation of age and teaching experience of respondents. For age *n = 265 (M = 34 & SD = 8.33)* and teaching experience *n = 265 (M = 2.26 & SD = 1.24)*.

4.5. Level of Respondents' Psychological Wellbeing

This section deals with the level of psychological wellbeing of respondents and objective one. Each of the 18 items of the psychological wellbeing scale yields 6 scores. Respondents who scored from 18 to 41 fell into the category of low level of PWB, from 42 to 65 fell into the category of moderate level of PWB, from 66 to 89 fell into the category of high level of PWB and from 90 to 108 fell into the category of very high level of PWB.

Figure 2 Level of Respondents' Psychological wellbeing

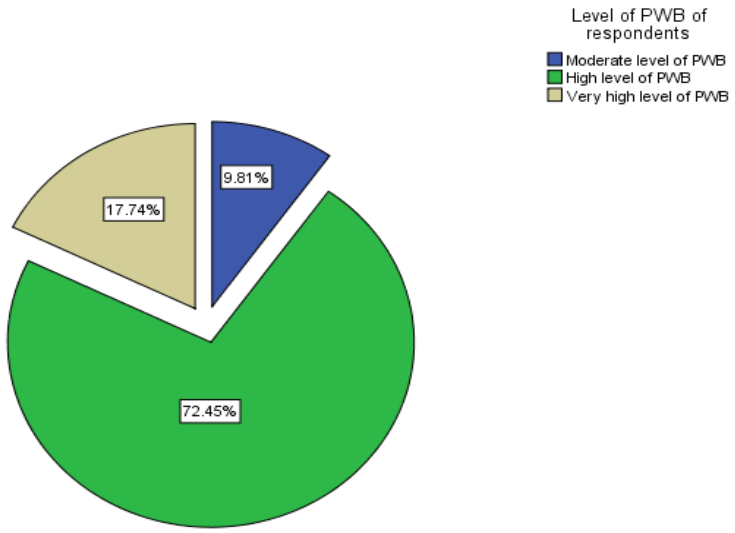


Figure 2 presents the pie graph for the level of psychological wellbeing of respondents. The inspection of the pie graph suggests that 9.81% of respondents scored moderate level of psychological wellbeing, 72.45% scored high level of psychological wellbeing and 17.74% scored very high level of psychological wellbeing.

Table 7 Level of Respondents' Psychological Wellbeing

Descriptions		Frequency	Percent
Valid	Low level of PWB	0	0.00
	Moderate level of PWB	26	9.81
	High level of PWB	192	72.45
	Very High level of PWB	47	17.74
	Total	265	100.0

Table 7 presents the levels of psychological wellbeing. Respondents who scored from 18 to 41 are the category of low level of PWB, from 42 to 65 are in the category of moderate level of PWB, from 66 to 89 are in the category of high level of PWB and from 90 to 108 are in the category of very high level of PWB. Therefore, the descriptive statistics results show that

no respondent score low level of psychological wellbeing, 26 (9.81%) respondents scored moderate level of psychological wellbeing and 192 (72.45%) respondents scored high level of psychological wellbeing and 47 (17.74%) respondents scored very high level of psychological wellbeing.

4.6. Level of Respondents' Job Satisfaction

This section deals with the level of job satisfaction of respondents and objective two of the study. Each of the 27 items yields 6 scores. Respondents who scored between 27 and 61 fell into the category of low level of job satisfaction, those who scored between 62 and 96 into the category of moderate level of job satisfaction, between 97 and 131 fell into the category of high level of job satisfaction and those who scored between 132 and 162 into the category of very high level of job satisfaction. (Ref. Fig. 3 and table 8 below).

Figure 3 Level of Respondents' Job Satisfaction

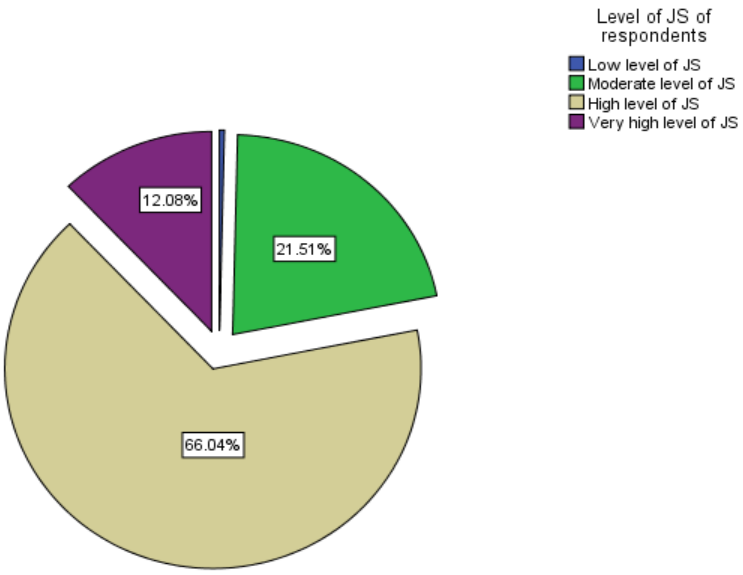


Figure 3 presents the pie graph for the level of job satisfaction of respondents. The inspection of the pie graph suggests that 0.38% of respondent scored low level of job satisfaction, 21.51% of respondents scored moderate level of job satisfaction, 66.04% scored high level of job satisfaction and 12.08% scored very high level of job satisfaction.

Table 8 Level of Respondents' Job Satisfaction

Descriptions	Frequency	Percent
Low level of JS	1	0.38
Moderate level of JS	57	21.51
High level of JS	175	66.04
Very high level of JSS	32	12.08
Total	265	100.0

Table 8 describes the levels of job satisfaction. Respondents who scored between 27 and 61 have low level of job satisfaction, those who scored between 62 and 96 have moderate level of job satisfaction, between 97 and 131 have high level of job satisfaction and those who scored between 132 and 162 have very high level of job satisfaction. Therefore, the descriptive statistics results showed that 1 (0.4%) respondent scored low level of job satisfaction, 57 (21.5%) respondents scored moderate level of job satisfaction, 175 (66.0%) scored high level of job satisfaction and 32 (12.1%) respondents scored very high level of job satisfaction.

4.7. Distribution of the levels of Psychological Wellbeing to Demographic Characteristics

The objective three of the study was to assess the association between the levels of mental wellbeing and demographic characteristics. Participants were requested to fill the psychological wellbeing scale. The Chi-square test was used to analyse demographic features. The results are presented in table 9 below.

Table 9 Distribution of the levels of Psychological Wellbeing to Demographic Characteristics

Demographics	Level of Psychological Wellbeing				Chi-Square test		
	Total %	Moderate	High	Very High	X^2	df	Sig
			Age of Participants				
20 to 29	82(30.9)	7(2.6)	60(22.6)	15(5.7)	5.267	3	.153
30 to 39	122(46.1)	17(6.4)	84(31.7)	21(7.9)			
40 to 49	41(15.4)	2(0.8)	31(11.7)	8(3.1)			
50 to 59	20(7.5)	0(0.0)	17(6.4)	3(1.1)			
			Gender of Participants				
Male	113(42.6)	10(3.8)	86(32.5)	17(6.4)	.671	1	.413
Female	152(57.4)	16(6.0)	106(40.0)	30(11.3)			
			Highest Education Attained by Participants				
Sec. School	30(11.3)	2(0.8)	21(7.9)	7(2.6)	6.685	3	.083
DPTE	53(20.0)	3(1.1)	40(15.1)	10(3.8)			
ECDE	72(27.2)	9(3.4)	52(19.6)	11(4.2)			
P1 Certificate	110(41.5)	12(4.5)	79(29.8)	19(7.2)			
			Marital Status of Participants				
Single	70(26.4)	9(3.4)	51(19.2)	10(3.8)	2.572	3	.462
Married	187(70.5)	17(6.4)	134(50.6)	36(13.6)			
Widowed	5(1.9)	0(0.0)	4(1.5)	1(0.4)			
Divorced	3(1.2)	0(0.0)	3(1.1)	0(0.0)			
			Teaching Experience of Participants				
1 to 5 yrs.	80(30.3)	10(3.8)	58(21.9)	12(4.5)	7.617	4	.107
6 to 10 yrs.	106(40.0)	11(4.1)	77(29.0)	18(6.8)			
11 to 15 yrs.	33(12.4)	2(0.8)	22(8.3)	9(3.4)			
16 to 20 yrs.	20(7.6)	2(0.8)	16(6.0)	2(0.8)			
21 and Plus	26(9.8)	1(0.4)	19(7.2)	6(2.2)			

Table 9 showed high number of respondents aged between 30 and 39 years were having high level of psychological wellbeing at *31.7% (n = 84).* The Chi-square test indicated insignificant relationship between level of psychological wellbeing and age of respondents *(p = .153).* The findings showed high number of female respondents had high level of psychological wellbeing at *40.0% (n = 106)*. Chi-square test was insignificant between level of psychological wellbeing and gender of respondents *(p = .413)*. Furthermore, the results showed a high level of psychological wellbeing *29.8% (n = 79)* among respondents who attained P1 certificate. Chi-square test revealed an insignificant relationship between level of psychological wellbeing and highest education attained by respondents *(p = .083)*. The results indicated a high

level of psychological wellbeing *50.6% (n = 134)* among married respondents. Chi-square test indicated an insignificant relationship between level of psychological wellbeing and marital status of respondents *(p = .462)*. Finally, the results indicated also a high level of psychological wellbeing *29.0% (n = 77)* among respondents with teaching experience between 6 and 10 years. The Chi-square test *(p = .107)* indicated an insignificant relationship between level of psychological wellbeing and teaching experience of respondents.

4.8. Distribution of the levels of Job Satisfaction to Demographic Characteristics

The objective four of the research was to assess the association between levels of job satisfaction and demographic characteristics among elementary educators in Kibera educational sub-county. Participants were asked to fill the job satisfaction questionnaire. The Chi-square test was used to analyse the demographic characteristics. The results are presented in table 10 below.

Table 10 Distribution of the levels of Job satisfaction to Demographic Characteristics

Demographics	Total %	Level of Job Satisfaction				Chi-Square test		
		Low	Moderate	High	Very High	X^2	df	Sig.
Age of Respondents								
20 to 29	82(30.9)	0(0.0)	13(4.9)	58(21.9)	11(4.2)	14.180	6	**.028**
30 to 39	122(46.0)	0(0.0)	31(11.7)	73(27.5)	18(6.8)			
40 to 49	41(15.5)	1(0.4)	9(3.4)	29(10.9)	2(0.8)			
50 to 59	20(7.5)	0(0.0)	4(1.5)	15(5.6)	1(0.4)			
Gender of Respondents								
Male	113(42.6)	1(0.4)	27(10.2)	75(28.3)	10(3.8)	6.068	2	**.048**
Female	152(57.4)	0(0.0)	30(11.3)	100(37.7)	22(8.3)			
Highest Education Attained by Respondents								
Sec. School	30(11.3)	0(0.0)	3(1.1)	20(7.6)	7(2.7)	13.899	6	**.031**
DPTE	53(20.0)	0(0.0)	12(4.5)	37(14.0)	4(1.5)			
ECDE	72(27.2)	0(0.0)	13(4.9)	47(17.7)	12(4.5)			
P1 Certificate	110(41.5)	1(0.4)	29(10.9)	71(26.8)	9(3.4)			
Marital Status of Respondents								
Single	70(26.4)	0(0.0)	9(3.4)	53(20.0)	8(3.0)	5.316	6	.504
Married	187(70.6)	1(0.4)	47(17.7)	115(43.4)	24(9.1)			
Widowed	5(1.9)	0(0.0)	1(0.4)	4(1.5)	0(0.0)			
Divorced	3(1.1)	0(0.0)	0(0.0)	3(1.1)	0(0.0)			
Teaching Experience of Respondents								
1 to 5 yrs.	80(30.2)	0(0.0)	16(6.0)	50(18.9)	17(6.4)	10.335	8	.242
6 to 10 yrs.	106(40.0)	1(0.4)	23(8.7)	70(26.4)	12(4.5)			
11 to 15 yrs.	33(12.5)	0(0.0)	11(4.1)	19(7.2)	3(1.1)			
16 to 20 yrs.	20(7.5)	0(0.0)	3(1.1)	16(6.0)	1(0.4)			
21 and Plus	26(9.8)	0(0.0)	4(0.5)	20(7.5)	2(0.8)			

Table 10 showed that high number of respondents aged between 30 and 39 years were having high level job satisfaction at *27.5% (n = 73)*. The Chi-square test indicated meaningful association among level of job satisfaction and age of respondents *(p = .028)*. The results showed high number of female respondents had high level of job satisfaction at *37.7% (n = 100)*. Chi-square test was significant between level of job satisfaction and gender of respondents *(p = .048)*. Furthermore, the results showed a high level of job satisfaction *26.8% (n = 71)* among respondents who had attained early childhood education (ECDE). Chi-square test revealed a significant relationship between level of job satisfaction and highest education attained by respondents *(p = .031)*. The results indicated a high level of job satisfaction *43.4%*

(n = 115) among married respondents. Chi-square test indicates an insignificant relationship between level of job fulfillment and marital status of respondents *(p = .504)*. Finally, the results indicated a high level of job satisfaction *26.4% (n = 70)* among respondents with experience between 6 and 10 years. The Chi-square test *(p = .242)* indicated an insignificant association among level of job satisfaction and teaching experience of respondents.

4.9. Hypothesis Testing

Hypothesis is a method for testing a claim about the relationship between two measurable variables. This section used inferential statistics such as analysis of variance, independent T-test and Pearson product moment correlation coefficient to test the hypothesis of the current research.

Table 11 Association between Psychological Wellbeing and Demographic Characteristics

Demographics	Levene's Test of Equality of Variance				ANOVA Test			
Groups	F	df1	df2	Sig.	F	df1	df2	Sig.
PWB and Age	1.527	3	261	.208	.761	3	261	.517
PWB and Highest Education Attained	.747	3	261	.525	1.664	3	261	.175
PWB and Marital Status	.782	3	261	.505	1.173	3	261	.321
PWB and Teaching Experience	.854	4	260	.492	1.250	4	260	.290

ANOVA was performed in table 11 to evaluate the null hypothesis that there is no significant relationship between psychological wellbeing and demographic features of participants (*N = 265*). The results revealed that for psychological wellbeing and age of respondents, the ANOVA was significant *F = .761, p = .517* and the test of homogeneity of variance was tenable, *F = 1.527, p = .208*. Regarding psychological wellbeing and highest education attained by respondents, Levene's test was tanable, *F = .747, p = .525*. The ANOVA test was significant, *F = 1.664, p = .175*. For psychological wellbeing and marital status of

respondents, Levene's test, *F = .782, p = .505* was significant. The ANOVA test, *F = 1.173, p = .321* was significant. Finally, focusing on psychological wellbeing and teaching experience of respondents, Levene's test, *F = .854, p = .492* was tenable. The ANOVA test, *F = 1.250, p = .290* was significant. Thus, the null hypothesis was maintained, stating that there is no significant relationship between mental wellbeing and demographic characteristics of respondents.

Table 12 Association between Psychological Wellbeing and Gender of Respondents

Groups	Levene's Test		t-test				95% Confidence	
				t	df	Sig.	Lower	Upper
PWB and Gender	F	Sig	Equal	-696	263	.487	-.19	.09
	.266	.607	Unequal	-702	249.275	.483	-.19	.09

Table 12 presents the relationship between mental wellbeing and gender of respondents. T-test was performed to evaluate whether the difference between psychological wellbeing and gender of respondents was important. The Levene's test was significant, *F = .266, p = .607*. The results showed no significant relationship between psychological wellbeing scores of male and female respondents, *t = -.69, p = .49*. The 95% Confidence Interval was *(-.19 to .09)*. These results entails that the researcher retained the null hypothesis which states that there is no statistically significant difference between psychological wellbeing and gender of respondents.

Table 13 Association between Job Satisfaction and Demographic Characteristics

Demographics	Levene's Test of Equality of Variance				ANOVA Test			
Groups	F	df1	df2	Sig.	F	df1	df2	Sig.
JS and Age	1.757	3	261	.156	2.036	3	261	.109
JS and Highest Education Attained	1.307	3	261	.273	4.385	3	261	**.005**
JS and Marital Status	1.456	3	261	.227	1.476	3	261	.221
JS and Teaching Experience	3.386	4	260	**.010**	1.191	4	260	.315

In table 13 A One-way ANOVA was run to evaluate the relationship between job satisfaction and demographic characteristics of respondents. Regarding job satisfaction and age of respondents, the assumption of homogeneity of variances was tested and found tenable using Leven's test *F = 1.719, p = .146* and the results of the within groups ANOVA indicated that there was no a significant relationship between job satisfaction and age of respondents' *F = 1.895, p = .112*. On the other hand, focusing on job satisfaction and highest education attained by respondents, the results of the within groups ANOVA indicated that there was a significant difference in relationship between job satisfaction and highest education attained by respondents, *F = 4.385, p = .005*. The Levene's test, *F = 1.307, p = .273* was significant and tenable. Therefore, the Cheffe Post Hoc Test was conducted to determine where the difference occurred within the groups. The Cheffe results, *Cheffe = .416, p = .012* revealed that the difference occurred between the secondary school and P1 certificate groups.

Regarding job satisfaction and marital status of respondents, the Levene's test, *F = 1.456, p = .227* was found tenable and the analysis of variance, *F = 1.476, p = .221* indicated that there was no significant relationship between job satisfaction and age of respondents. For job satisfaction and teaching experience, since the Levene's test was not significant *F = 3.386, p = .010,* the researcher referred to the Robust Test of Equality of Means (the Welch) that was significant *F = 1.266, p = .291*. The results of the within groups ANOVA, *F = 1.191, p = .315*

revealed a non-significant relationship between occupation fulfillment and teaching experience of respondents.

Table 14 Association between Job Satisfaction and Gender of Respondents

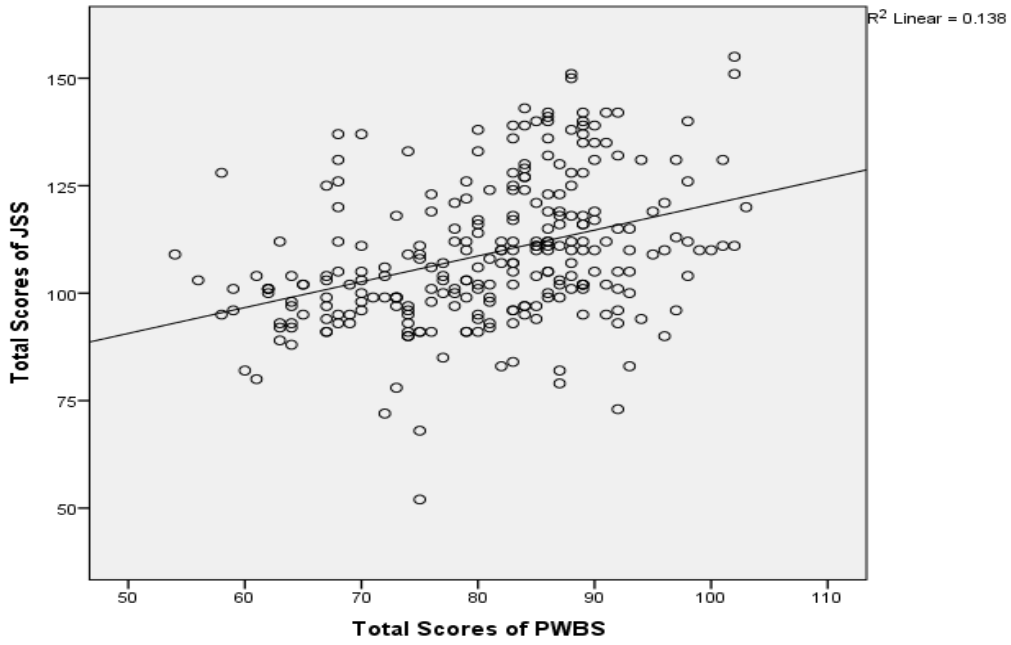
Groups	Levene's Test		t-test				95% Confidence	
				t	df	Sig.	Lower	Upper
JS and Gender	F	Sig	Equal	-1.69	263	.487	-.28	.02
	.475	.492	Unequal	-1.7	243.97	.483	-.28	.02

Table 14 presented the association among job satisfaction and gender of respondents. T-test was performed to decide whether there was no significant relationship between job satisfaction and gender of respondents. The Levene's test was significant, *F = .475, p = .492*. The results showed no significant relationship between job satisfaction and gender of respondents, *t = -1.69, p = .49*. The 95% Confidence Interval was *(-.29 to .02)*. This result entails that the researcher retained the null hypothesis which states that there is no statistically significant relationship between job satisfaction and gender of respondents.

4.10. Relationship between Psychological Wellbeing and Job Satisfaction

Pearson Product Moment Correlation Coefficient was used to test the hypothesis three (H03) and objective five. The hypothesis three is that there is no significant relationship between psychological wellbeing and job satisfaction of primary school teachers in Kibera educational sub-county. The scatterplot was done to evaluate the assumption of homoscedasticity and the linear association between psychological wellbeing and job satisfaction. The correlational results indicating the level of relationship between teachers' psychological wellbeing and occupation fulfillment are presented in table 16 further down.

Figure 4 Correlation between Psychological Wellbeing and Job Satisfaction of Respondents



The inspection of the scatterplot was done in figure 4 to evaluate the assumption of homoscedasticity and assess the linear association among variable A and B. The result of the inspection of the scatterplot suggests that the assumption of homoscedasticity was met and that a linear association existed among psychological wellbeing scale and job satisfaction survey.

Table 16 Pearson Correlation Coefficient for the Relationship between Psychological Wellbeing and Job Satisfaction

		Total scores PWBS	Autonomy	Environmental Mastery	Growth	Relationship with others	Purpose in life	Self-Acceptance
Total scores JSS	r	**.371****	126*	.235**	.288**	.286**	.201**	.250**
Salary	r	.095	-.030	.051	.014	.077	.021	**.200****
Promotion	r	.129*	-.067	.110	**.205****	.138*	-.006	.097
Supervision	r	.231**	.055	.168**	**.234****	.117	.143*	.149*
Benefits	r	.188**	.032	.192**	.165*	.101	.005	**.211****
Rewards	r	**.258****	.163**	.098	.167**	.185**	.198**	.153*
Conditions	r	**.303****	.144*	.199**	.212**	.266**	.200**	.117
Co-workers	r	.353**	.174**	.205**	.328**	**.349****	.203**	.078
Nat-Work	r	.219**	.042	.128*	.120	.083	**.240****	.188**
Communication	r	.256**	.174**	.135*	.137*	**.240****	.092	.185**

*Weak degree of significance

**Strong degree of significance

Table 16 presents the Pearson product moment correlation (*r*) for the relationship between psychological wellbeing and job satisfaction. The correlation was performed between the scales and sub-scales. Scales scores were computed by adding responses to the 18 statements of the 6 Likert scale of the psychological wellbeing resulting in a minimum possible of 18 scores and maximum of 108 scores and the 27 statements of the 6 Likert scale of the job satisfaction survey resulting in a minimum possible of 27 scores and maximum of 162 scores. An inspection of histograms suggested that the assumption of normality was met (Fig. 2,3). Additionally, an inspection of a scatterplot suggested that there was a linear relationship between psychological wellbeing scale and job satisfaction survey (Fig. 4) and that the assumption of homoscedasticity was confirmed.

The Pearson Product Moment Correlation analysis indicated that there was a positive and significant correlation between psychological wellbeing and job satisfaction, $r = .357, p < .001$. Pearson correlation was as well conducted between the sub-scales of psychological wellbeing and job satisfaction. A low positive correlation was confirmed between satisfaction with salary and self-acceptance, $r = .200, p < .001$. A low positive correlation was confirmed between satisfaction with promotion and personal growth, $r = .205, p < .001$. A low positive correlation was found between satisfaction with supervision and personal growth, $r = .234, p < .001$. A low positive correlation was observed between satisfaction with fringe benefits and self-acceptance, $r = .211, p < .001$.

There was a low positive correlation between satisfaction with contingent rewards and psychological wellbeing scale, $r = .258, p < .001$. A low positive correlation was found between satisfaction with working conditions and psychological wellbeing scale, $r = .303, p < .001$. The results showed a low positive correlation between satisfaction with co-workers and

positive relation with others, $r = .349, p < .001$. There was a low positive correlation between satisfaction with nature of work and purpose in life, $r = .240, p < .001$. Finally, finding indicate a consistent correlation between satisfaction with communication and positive relation with others, $r = .240, p < .001$.

4.9. Limitation of the Study

The first limitation was that to get in contact with the administration for approval took a long time because the admission and registration process of the students was ongoing during the data collection period. To overcome this limitation, the researcher requested appointment with the administration from the reception or secretary.

The second limitation was the highly busy schedule of the primary school teachers. This limitation made the data collection process very demanding and time consuming. However, this limitation was overcome by the researcher through patience. The researcher waited the time teachers were going for different breaks and get in contact with them. In some schools, teachers requested to leave the questionnaire with them for few days. However, it became a challenge for teachers to give back the filled questionnaire. This is the reason why some questionnaires came back not filled. This limitation was overcome by working in collaboration with the school administration.

CHAPTER FIVE

DISCUSSION

5.1. Introduction

The chapter five discussed the outcomes acquired in the research. The discussion was conducted on the major findings of the study in relation with the previous studies' findings quoted in the literatures review section. This section discussed also the four objectives of the study: the level of psychological wellbeing of primary school teachers, the level of work fulfillment of elementary educators, the association between psychological wellbeing and demographic characteristics among primary school teachers, the association between job satisfaction and demographic characteristics of primary school teachers and the relationship between psychological wellbeing and job satisfaction among primary school teachers. Finally, the chapter provided suggestions and considerations about the theories developed for the study.

5.2. Respondents' Demographic Characteristics

The socio-demographic features describe a collection of attributes of the population of the study (Fakhrul & Akter, 2019). The current study considered age, gender, highest education attained, marital status and teaching experience as the basic demographic characteristics of the study. The respondents aged between 30-39 years old constituted the highest number of participants *(n = 122; 46.0%)*. Female respondents represented the highest number *(n = 152; 57.4%)* compare to their male colleagues. The respondents who attained P1 certificate represented the highest number of respondents *(n = 110; 41.5%)*. Finally, respondents with teaching experience between 6 and 10 years constituted the highest number *(n = 102; 40.0%)*. These findings indicate that the respondents had various demographic

characteristics. According to Madden and Lee (2015) socio-demographic factors have an impact on an employee's overall contentment and mental wellbeing. Hence, the current study revealed that age, gender, education, marital status and teaching experience were significantly correlated to psychological wellbeing and job satisfaction of respondents.

5.3. Level of Psychological Wellbeing among Primary School Teachers

The level of psychological wellbeing of primary school teachers was determined by administering the psychological wellbeing scale. The psychological wellbeing scale is a standardized tool with six sub-scales (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life and self-acceptance) and rated at 6 Likert scale. The evaluation of the level of psychological wellbeing was based on the Ryff (1989) theory considering the attempt to live a functional life, optimism and hope, personal development, striving against the difficulties of life and making sense of life. The investigation was guided by Ryff et al. (1995) on the scoring of the PWBS and its sub-scales, and the determination of the levels of examination of mental wellbeing.

The reliability of the scale was measured using the Cronbach's alpha. The result of the Cronbach was $\alpha = .725$ implying that the psychological wellbeing scale applied well to the respondents of the study. Ryff (1989) firstly, tested the psychological wellbeing scale with 321 participants of both gender and various age. The results revealed an inter-correlation varying from .32 to .76. According to factor analysis provided by Abbot et al. (2010), the scales showed a high loading value of $\alpha > .80$ to the statements in all six dimensions. However, Clark et al. (2001) examined the scale with 4960 participants and discovered a weak reliability of the scale.

In general, the results of the psychological wellbeing scale reported a high level of psychological wellbeing *(n = 192; 72.5%)*. Therefore, findings revealed a high consistent degree of psychological wellbeing among primary school teachers. The high level of psychological wellbeing among primary school teachers was based on their level of self-independence, managing surrounding, self-development, relationship with colleagues, meaning in life and self-acceptance. These findings were, therefore, related to the research conducted by Salim et al. (2012) in Malaysia that revealed a majority of respondents *(99.7%)* had a positive level of emotional intelligence. However, the findings of this research did not concur with the results of the research conducted by Kidger et al. (2016) confirming a low mental wellbeing and excessive depressive symptoms in teachers.

5.4. Level of Job Satisfaction among Primary School Teachers

The level of job satisfaction of primary school teachers was determined by administering the job satisfaction survey. The job satisfaction survey is a standardized tool with nine sub-scales (salary, promotion, supervision, fringe benefits, contingent rewards, working conditions, co-workers, nature of work and communication) and rated at 6 Likert scale. The investigation was guided by Spector (1997) on scoring and interpretation of the JSS and its sub-scales and determination of the levels of examination of job satisfaction. The two factor theory by Herzberg (1959) suggesting the hygiene and motivating factors led the investigation of the current research.

The reliability of the scale was measured using the Cronbach's alpha. The result of the Cronbach was $\alpha = .802$ implying that the job satisfaction survey applied well to the respondents of the study. Spector (1985) firstly, tested the job satisfaction survey with 2870 respondents. The sub-scales ranged from a low alpha of $\alpha = .60$ for coworkers to a high alpha of $\alpha = .78$ for

nature of work. The Cronbach alpha for the total scale was $\alpha = .91$ (P. E. Spector, 1985). Then, Atilla (2009) reported the reliability of $\alpha = .78$ for the total JSS. The reliability of the JSS for elementary educators in Kibera educational sub-county was considered good and applicable to the study participants.

Work satisfaction in this research referred to the feeling of well-being that a person receives by the evaluation of one's experience at work. In general, the results of the job satisfaction survey reported a high level of job satisfaction *(n = 175; 66.0%)* among the participants in the current study. These results showed that there was a high positive level of job satisfaction among primary school teachers in Kibera educational sub-county. The high level of job satisfaction among primary school teachers in the area of research was based on the level of satisfaction with salary, elevation, control, work welfare, encouragement, working settings, workmates, type of duty and conversation channel. The findings of this study concurred with the research conducted by Gesinde and Adejumo (2012) in Nigeria that revealed almost all participants *(99%)* were satisfied with their job. However, findings from the research did not concur with the outcomes of research by Pepra-Mensah et al. (2017) in Ghana which indicated that *70%* of respondents were not satisfied with the work benefits received in the school.

5.5. Association between Psychological Well-being and Demographic Characteristics

Teachers' psychological wellbeing is fundamental for their professional wellbeing. Factors such as age, gender, education, marital status and teaching experience intervened in determining the psychological wellbeing among teachers. The analysis of variance revealed that there was no significant difference in relationship between psychological wellbeing and the age groups of respondents, $F = .761$, $p = .517$. The results of the research by Davari and Bagheri

(2012) concured with the results of the current study with *99%* confidence, instructors' age had no bearing on their mental health. However, the finding of the research conducted in China by Yang et al. (2012) demonstrated that older teachers had lower mental wellbeing, *SF-36 ($p < .05$)*. Psychological wellbeing reported highly positive across the age groups of respondents and positive psychological wellbeing helps teachers to have a positive regard of themselves and their students in the schools.

Findings about gender factors indicated non-significant difference between psychological wellbeing and gender of respondents, $t = -.69$, $p = .49$. Teachers' psychological wellbeing does not differ in terms of their gender. Both male and female teachers reported a high level of psychological wellbeing. These outcomes concur with the research conducted in Iran by Davari and Bagheri (2012) that confirmed there was no significant difference in mental wellbeing between male and female teachers *($p = .01$)*. However, Wang et al. (2015) in China, and Shakiba et al. (2012) in Iran demonstrated that female teachers had lower mental wellbeing *($p < .05$)*. The high level of psychological wellbeing among male and female teachers is seen from the perspective of their teaching quality and the happiness they receive from their teaching profession.

For a person to qualify as a teacher in primary school, they must have completed a certain level of educational qualification. This research took into consideration primary school teachers who completed their secondary school education, diploma in primary teaching education "DPTE," early childhood education "ECDE" and primary one certificate. The results of the study revealed that there was no significant relationship between psychological wellbeing and the highest education attained by the respondents, $F = 1.664$, $p = .175$. Teachers in primary schools did not differ in term of their psychological wellbeing related to their level of

educational qualification. All teachers regardless their highest education attained reported a positively high psychological wellbeing. The research conducted in Kenya by Nyavanga and Barasa (2016) indicated, however, a significant difference between level of education of respondents and their mental wellbeing *($r = -.266, p < .05$)*. Therefore, the outcome of this study did not concur with the study of Nyavanga and Barasa. The fact that teachers in primary schools work in a similar environment in the area of the study was an asset for their positive psychological wellbeing.

The results of the study demonstrated that there was not a significant difference in relationship between psychological wellbeing and marital status of respondents, $F = 1.173$, $p = .321$. Single, married, widowed and divorced teachers reported a positively high level of psychological wellbeing. Therefore, elementary educators in Kibera did not differ in psychological wellbeing in term of their marital status. Parallel to these outcomes, Odanga et al. (2015) in Kenya established that marital status had no impact on teachers' self-efficacy, Wilk's $\Lambda = .951$, $p = .181$. However, the findings of another study by Nginah (2012) in Kenya established that marital status influenced work-family conflict and mental wellbeing of married teachers at *75%* more than single, divorced and separated teachers. Akomolafe (2014) in Nigeria revealed as well a significant difference between married and single respondents' mental wellbeing in relation to work-family role conflict.

Teaching experience, in the current study, referred to the working period of an educator in a particular school. Findings revealed that there was no significant difference between psychological wellbeing and teaching experience of respondents, $F = 1.250$, $p = .290$. Primary school teachers in Kibera educational sub-county did not differ in term of psychological wellbeing related to their teaching experience. Teachers, regardless the years spent in the

teaching profession reported a high level of psychological wellbeing. Similar to these findings, Toropova (2020) in Sweden established that educators work experience quality and self-efficacy are significantly associated to teachers' mental wellbeing *(r = .42)*. The high level of teaching experience contributes to teachers' professional efficacy and fulfillment.

5.6. Association between Job Satisfaction and Demographic Characteristics

The participant in this study were requested to identify personal characteristics including their age, gender, highest education attained, marital status and teaching experience. The outcomes indicated a non-important difference in relationship between job satisfaction and age of respondents, $F = 2.036$, $p = .109$. This study result informed that the age factor of respondents had no bearing on their job satisfaction. Teachers at all age brackets reported a high positive level of work fulfillment in Kibera. Similar to these findings, the survey of Finnish teachers by Olli-Pekka et al. (2017) discovered the association among age and job satisfaction. However, Zhongshan (2013) discovered in his research that as teachers' age rose, so did their levels of job happiness. Bennell and Akyeampong (2012) in Tanzania established that younger Tanzanian educators felt less privileged to be educators by profession than their older colleagues.

The results of the independent T-test at the *95%* confidence revealed that there was no significant difference in relationship between job satisfaction and gender of respondents, $t = -1.69$, $p = .49$. Male and female teachers, all together, in the area of the study reported a high level of job satisfaction. In the same line with these findings, the outcomes of the research by Toropova (2020) established educators' gender to be not significantly associated to work fulfillment *(r = .42)*. However, Zhongshan (2013) found out that male educators in primary education in China seemed happier with their pay than their female counterpart, despite the fact

that both surveys revealed female instructors to be highly contented compare to male instructors. Educators of both gender in Kibera education sub-county receive similar treatment by their employers that makes them report similar level of job satisfaction.

The results of the study further indicated a significant difference in relationship between job satisfaction and highest education attained by respondents, *F = 4.385, p = .005*. The Cheffe test results revealed that the difference occurred between secondary school and P1 certificate groups, *Cheffe = .416, p = .012*. Teachers in the area of the study differ in term of job satisfaction according to their level of education. The result of the current study concurred with the research conducted by Alyaha and Mbogo (2017) in South Sudan that established a significant association between the level of qualification of teachers and their professional contentment, *(r = .07; p = .05)*. Primary school teachers in Kibera educational sub-county report a high level of job satisfaction. Nevertheless, the study found different level of job satisfaction between teachers with secondary school level of education and primary one level of education.

The relevance of job satisfaction is very serious to marital status among educators in Kibera. The study results demonstrated no significant difference in relationship between job satisfaction and marital status of respondents, *F = 1.476, p = .221*. Teachers in the area of the study reported high work fulfillment across their different state of marriage. Similarly, the study conducted in Bangladesh by Azim et al. (2013) discovered a significant difference among couple and non-couple employees in relation to job satisfaction, *t = -1.607, p = .110*. However, the findings by Kinyua (2014) in Kenya indicated with 33 special educators that *75.8%* of respondents confirmed family status affected career contentment among special school teachers. Teachers job satisfaction can be understood, therefore, as the ability of the teaching profession to meet their needs and improve their teaching performance.

Findings about the relationship between job satisfaction and teaching experience of respondents suggested that there was no significant difference between job satisfaction and teaching experience, $F = 1.191$, $p = .315$. Teachers' job satisfaction was similar across the number of years spent in the profession. The finding of this research does not concur with the research conducted by Koustelios (2001) that claimed instructors with more experience in the classroom reported better degree of work fulfillment. The teaching experience of elementary educators was favorably related to their feelings and attachment to their work according to the findings.

5.7. Relationship between Psychological Wellbeing and Job Satisfaction among Primary School Teachers

This section discussed the results of the Pearson product correlation coefficient performed between psychological wellbeing and job satisfaction of respondents. The Shapiro-Wilk test suggested that psychological wellbeing and job satisfaction were normally distributed, $W = .973$, $p = .000$. Additionally, an inspection of a scatterplot suggested that there was a linear relationship between psychological wellbeing scale and job satisfaction survey and that the assumption of homoscedasticity was confirmed. The research was built on Ryff (1989) psychological wellbeing theory and Herzberg (1959) two factor theory. The theories allowed the correlational study between factors of psychological wellbeing and job satisfaction. The theories suggest that satisfaction with present and past life creates meaning for life.

Pearson results indicated that there was a consistent and meaningful relationship between psychological wellbeing and job satisfaction of primary school teachers, $r = .357$, $p < .001$. The findings of this research confirmed that the higher the teachers enjoy psychological wellbeing, the higher their job satisfaction. These findings concurred with the research done by

Aliakbari (2015) which established a positive and meaningful relationship between job satisfaction and mental wellbeing of teachers, $r = .300, p = .000$. In the same vein, Bashir et al. (2020) found that job satisfaction was moderately positive and quantitatively significant, $r = .41, p = .01$. The correlation was performed among sub-scales of psychological wellbeing and occupation fulfillment. The study found that the high level of psychological wellbeing among primary school teachers in the area of the study involved their level of autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance. These factors of psychological wellbeing were positively and significantly correlated with the factors of job satisfaction. The high level of teachers mental wellbeing and job satisfaction was the foundation of teachers finding meaning in their work and their lives, to have positive self-efficacy and positive self-appreciation.

Psychological wellbeing encompasses numerous elements such as satisfaction, life fulfillment, uniqueness, self-awareness, livelihood, family life and education. The studies discussed in this section have concurred with the outcomes of this research and have demonstrated an existing consistent and meaningful association among psychological wellbeing and elementary educators' work fulfillment. Therefore, the higher the psychological wellbeing of teachers, the higher their job satisfaction.

5.6. Revisiting of the Theoretical Framework

The study used two theories: Psychological wellbeing theory and Herzberg two factor theory. The psychological wellbeing theory that originated from the experiments of Ryff (1989) considered the attempt to live a functional life, optimism and hope, personal development, striving against the difficulties of life and making sense of life. Thus, satisfaction with past and present life and creating meaning for life are the main features of psychological wellbeing

theory. The theory comprises factors including self-independence, self-integration, self-development, relationship with colleagues, meaning in life and self-approval. This theory was employed to evaluate psychological wellbeing of elementary educators in Kibera.

The second theory that was used in this study is the Herzberg (1959) two factor theory. The two factor theory by Frederick Herzberg (1959) posits that job satisfaction and dissatisfaction are not straightforward opposites. An inconvenient environment of work leads to unhappiness, nevertheless, a convenient working environment does not lead necessarily to work happiness. Two-factor theory recognizes hygiene factors and motivating factors that lead to job satisfaction. According to Herzberg (1959), the hygiene factors comprise salary, elevation, control, work welfare, encouragement, working settings, workmates, type of duty and conversation channel.

This study, having used the psychological wellbeing theory and two factors theory showed that the two theories were consistently and meaningfully related. The correlational result, $r = .357, p > .001$ was strong positive and significant among primary school teachers in the area of the study. Therefore, the factors of psychological wellbeing were positively correlated with the factors of work fulfillment. Henceforth, the outcomes of this quantitative correlational research did not bring any change on the theoretical framework of the research.

5.7. Revisiting of the Conceptual Framework

Initially, this research had proposed (Fig. 1) that mental wellbeing (variable A) is correlated with job satisfaction (variable B). However, mental wellbeing and job satisfaction had as well positive relationship with age, gender, educational level, marital status and teaching

experience. Additionally, performance and self-efficacy affected mental wellbeing and job satisfaction.

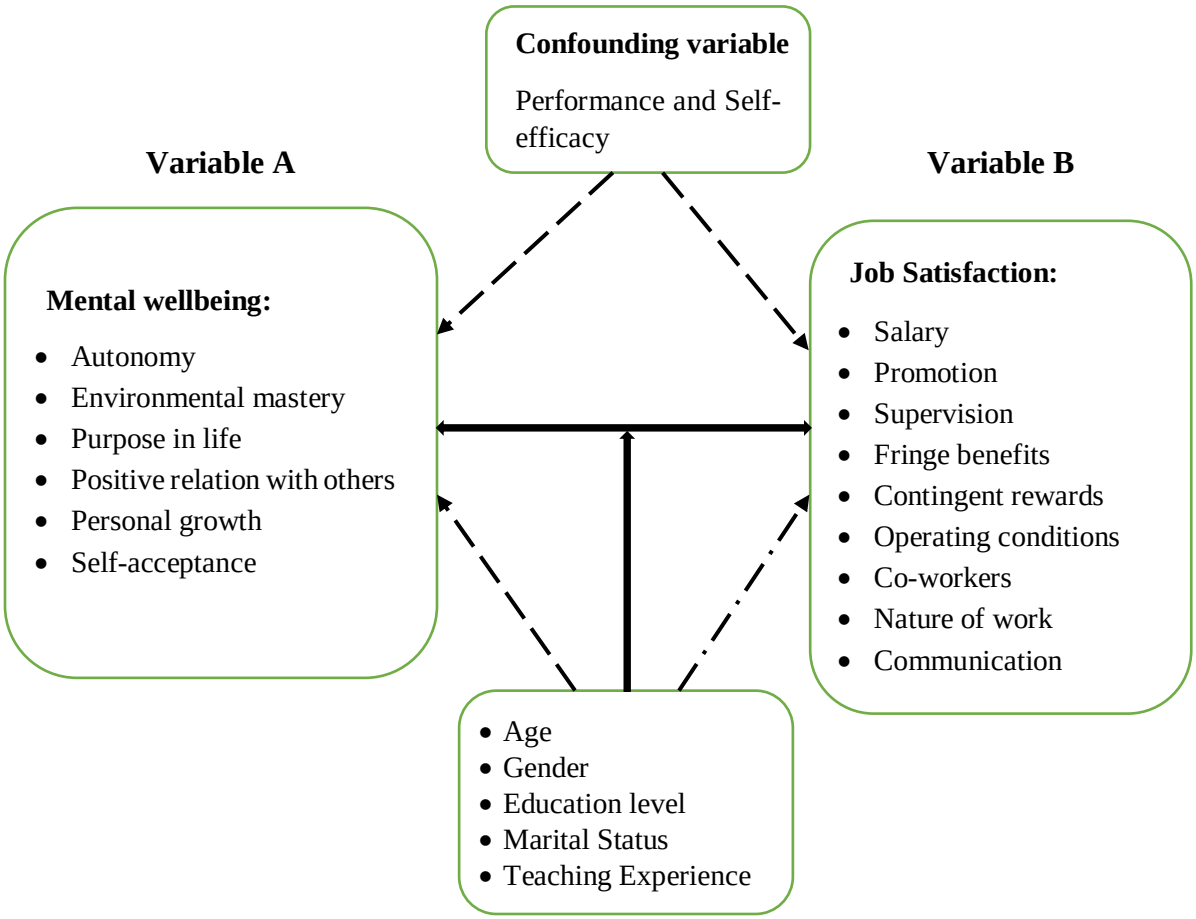


Figure 5 Revisiting of conceptual framework

Confounding variable affect both variables

Some variables showed significant difference in relationship

The study had suggested that the demographic characteristics were significantly correlated to the variable psychological wellbeing and job satisfaction. These features included age, gender, highest education attained, marital status and teaching experience. The study indicated some confounding variable such as teachers and students' performance, and teachers'

self-efficacy were strongly correlated to psychological wellbeing and work happiness. During collection of information and data analysis period, the researcher discovered new factors such as students and teachers' performance and self-efficacy that seemed to affect teachers' psychological wellbeing and job satisfaction.

5.8. Chapter Summary

The chapter focused on the discussion of the results obtained in the research. The discussion was done on the major findings of the study in relation with the previous studies' findings. This chapter discussed the five objectives of the study: the level of psychological wellbeing of primary school teachers, the level of work fulfillment of primary school educators, the association between levels of psychological wellbeing and demographic characteristics of primary school teachers, the association between levels of job satisfaction and demographic characteristics of primary school teachers and the relationship between psychological wellbeing and job satisfaction of primary school teachers. Finally, the chapter provided a revisiting of the conceptual framework and revisiting of the theories used in the research.

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1. Introduction

The chapter summarized the findings on establishing the relationship between mental wellbeing and job satisfaction among elementary educators in Kibera educational sub-county. The chapter gave conclusions following the objectives of the study and makes specific recommendations to primary school teachers, to mental health practitioners, policy makers and academic community.

6.2. Summary of Key Findings

The descriptive statistics results showed that the high number of respondents scored a high level of psychological wellbeing *72.5%* and job satisfaction *66.0%*. The research established a high level of psychological wellbeing and job satisfaction among respondents aged between 30 and 39 years *(46.1%)* respectively. Female respondents had higher frequencies of psychological wellbeing and job satisfaction *(57.4%)*. The respondents who attained P1 certificate scored higher frequencies of psychological wellbeing and job satisfaction *(41.5%)*. Married respondents scored high level of psychological wellbeing and job satisfaction *(70.5%)* respectively. Respondents with teaching experience between 6 and 10 years scored high level of psychological wellbeing and job satisfaction *(40.0%)* respectively.

Inferential statistics were used to test the hypothesis. The One-way analysis of variance and t-test test indicated that there was no significant relationship between psychological wellbeing and demographic characteristics of the respondents. The result of the ANOVA test was $F = .761$, $p = .517$ for mental wellbeing and age of respondents, $t = -.69$, p

= .49 for mental wellbeing and gender. The association between mental wellbeing and highest education attained showed non-significant relationship, *F = 1.664, p = .175*. The results of the ANOVA test, *F = 1.173, p = .321* indicated a non-significant relationship between mental wellbeing and marital status of respondents. Finally, the results of the analysis of variance *F = 1.250, p = .290* revealed non-significant relationship between mental wellbeing and teaching experience of respondents.

The study established an association between job satisfaction and demographic features. The results showed a no significant relationship, *F = 1.895, p = .112* between job satisfaction and age of respondents. The t-test result, *t = -1.69, p = .49* showed no significant relationship between job satisfaction and gender of respondents. Furthermore, the study indicated a significant relationship *(F = 4.385, p = .005)* between job satisfaction and highest education attained by respondents. A non-significant relationship *(F = 1.476, p = .221)* was found between job satisfaction and marital status of respondents. Finally, the results revealed a non-significant relationship *(F = 1.191, p = .315)* between job satisfaction and teaching experience of respondents.

The Pearson Product Moment Correlation analysis indicated that there was a positive and significant correlation between psychological wellbeing and job satisfaction *(r = .357, p < .001)* among primary school teachers. In summary, the results demonstrated an important relationship between mental wellbeing and educators' work fulfillment in Kibera educational sub-county. Additionally, the results revealed no significant relationship between mental wellbeing and demographic characteristics. There was no significant relationship between job satisfaction and age, gender, marital status and teaching experience of educators in the area of

the study. However, there was a significant difference in relationship between job satisfaction and highest education attained by the respondents.

6.3. Conclusions

The study outcomes were used to develop the following conclusions:

In relation with objective one and two, the study reported a high psychological wellbeing among elementary educators in Kibera educational sub-county. Similarly, a high level of job satisfaction was reported among the respondents.

Regarding the third and fourth objectives, the study reported a high level of psychological wellbeing and job satisfaction among teachers aged between 30 and 39 years old and a high level of psychological wellbeing and job satisfaction among female teachers. Additionally, the study reported a high level of psychological wellbeing and job satisfaction among teachers who had attained P1 certificate and a high level of psychological wellbeing and job satisfaction among married teachers and those with working exposure from 6 to 10 years.

Concerning the testing of hypothesis, the study hypothesis one reported that there was no significant relationship between psychological wellbeing and demographic characteristics among primary school teachers in Kibera educational sub-county. In regard to hypothesis two, the study reported that there was no significant relationship between job satisfaction and age, gender, marital status, and teaching experience among primary school educators in Kibera educational sub-county. However, the study reported a significant relationship between job satisfaction among the highest education attained by respondents.

Finally, regarding the hypothesis three, the study reported that there was a positive and meaningful relationship between primary school teachers' psychological wellbeing and

their job satisfaction. With regard to correlation performed between the sub-scales of psychological wellbeing and job satisfaction, almost all the sub-scales were positively and significantly correlated to each other.

6.4. Study Recommendations

Taking into consideration the outcomes from the investigation, the researcher suggests the following recommendations:

Primary School Educators: Primary school teachers' psychological wellbeing and job satisfaction are fundamental for both their personal and professional wellbeing. Teachers are key agents in the realization of the holistic growth of students. Therefore, this study recommends that primary school teachers should attend counselling sessions to enable them raise their mental well-being by increasing their self-independence, self-integration, self-development, relationship with colleagues, meaning in life and self-approval.

Education Stakeholders: The Kibera educational sub-county's authorities and the policy makers should respond to teachers' needs for satisfaction with the teaching profession. The areas of focus for primary school teachers' job satisfaction are as follow: satisfaction with the salary, need for elevation, need for control, work welfare, encouragement, work settings, workmates, type of duty and conversation channel.

Mental Health Practitioners: The insufficient support of psychological experts and educational managers severely affects educators' psychological wellbeing as well as work fulfillment. For that reason, in order to guarantee teachers' psychological wellbeing and job satisfaction, psychological experts as well as managers are called upon to offer appropriate support to educators in Kibera educational sub-county, Kenya.

6.5. Recommendations for Further Studies

The current research was conducted to establish an association between educators' mental wellbeing and work fulfillment among private and government elementary schools in Kibera educational sub-county. Therefore, in line with this investigation, a recommendation for further study is that a corresponding study should be conducted in other sub-counties. This will allow the new investigation to replicate the findings of this study in different sub-counties. The new study may adopt the same methodology and instruments as the current study. The new study could be conducted in a different geographical location.

In regard to the study findings and taking into consideration the psychological wellbeing of teachers, the researcher recommends that a new study should be conducted to investigate whether a correlation could be found between students' and teachers' performance and teachers' psychological wellbeing in Kenya. This new study could adopt a mixed method of research, and thus collect qualitative as well as quantitative data. The new research might use an interview guide for teachers and students, and a standardized questionnaire to measure teachers' psychological wellbeing. The study would aim at gathering data about perceptions of students and instructors on performance and quantitative data about instructors' psychological wellbeing. Such a study study would have an impact on students' and teachers' performance and teachers' psychological wellbeing.

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Appendix I

Introduction Letter

Date: December 04, 2022

Ghislain Kambale

MA Student

Tangaza University College

Dear Respondent,

I am writing to let you know about the research study that I am requesting your participation. This research is being conducted by the student of Master program at Tangaza University College. I am requesting you to participate in this research because you're a teacher working in Kibera constituency that is the location of my study.

This research is being conducted on the topic "Establishing the Relationship between Mental Wellbeing and Job Satisfaction among Primary School Teachers in Kibera Constituency, Nairobi."

The study has been approved by the research department of Tangaza University College and the Institute of Youth Study. The study involves no known risk to participants and contains no deception. It takes approximately 20 minutes to take part in the study. The task requires the participants to answer a series of questions. All responses will be treated as strictly confidential. No participant's results will be presented individually but only in aggregate form. Participation in this study is voluntary and there will be no monetary compensation. A refusal to take part will not lead to any penalties in any way, and all participants have the right to withdraw themselves and their data from the study at any point.

Thank you for your time.

Sincerely,

Ghislain KAMBALE

MA Student

Appendix II

Informed Consent

Title of the Thesis: Establishing the Relationship between Mental Wellbeing and Job Satisfaction among Primary School Teachers in Kibera Educational Sub-County, Kenya.

- This study is being conducted by the student of master program at Tangaza University College.
- It has been approved by the supervisors.
- The study involves no known risk to participants and contains no deceptions.
- It takes approximately 20 to 30 minutes to take part in this study.
- All responses will be treated strictly confidential. No participant's results will be presented individually but only in aggregate form.
- Participation in this study is voluntary and there will be no monetary compensation. A refusal to take part will not lead to any penalties and participants have the right to withdraw themselves and their data from the study at any time.

Researcher's Name: Ghislain Kambale
MA-Student
Address of the College: Tangaza University College, 15055-00509, Lang'ata, Nairobi, Kenya

Signature by researcher:……. Date:…….

Statement to be signed by the participant:

I confirm that the researcher has explained fully the nature of the study and the range of activities that I am asked to undertake and that I have received information about the study. I confirm that I have had adequate opportunity to ask questions about this study. I understand that my participation is voluntary and that I may withdraw at any time during the study, without having to give justifications. I agree to take part in this study by filling in the questionnaire.

Signature by participant:…… Date……

Appendix III

Questionnaire for Primary School Teachers

Section 1: Demographic characteristics

For each of the following items, write your age and tick the item that describes your demographic characteristics.

1. Age ☐

2. Gender

1. Male ☐
2. Female ☐

3. Highest Education Attained

1. Primary school ☐
2. Secondary school ☐
3. DPTE ☐
4. ECDE ☐
5. P1 Certificate ☐

4. Marital Status

1. Single ☐
2. Married ☐
3. Widowed ☐
4. Divorced ☐

5. Teaching Experience

1. From 1 to 5 years ☐
2. From 6 to 10 years ☐
3. From 11 to 15 years ☐
4. From 16 to 20 years ☐
5. From 21 and plus ☐

Section 2: Psychological Wellbeing Scale

For each of the following statements, please circle the point on the scale that you feel is most appropriate in describing you: 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree

Autonomy						
7. I am not afraid to voice my opinions even in opposition to others	1	2	3	4	5	6
8. I tend to be influenced by people with strong opinions	1	2	3	4	5	6
9. I judge myself by what I think is important	1	2	3	4	5	6
Environmental Mastery						
10. In general, I feel I am in charge of the situation in which I live	1	2	3	4	5	6
11. The demands of everyday life often get me down	1	2	3	4	5	6
12. I am quite good at managing the many responsibilities of my daily life	1	2	3	4	5	6
Personal Growth						
13. I have something important to contribute to the society	1	2	3	4	5	6
14. I have a sense that I have developed a lot as a person over time	1	2	3	4	5	6
15. I do not enjoy being in new situations that require me to change	1	2	3	4	5	6
Positive Relation with others						
16. Most people see me as loving and affectionate in the school	1	2	3	4	5	6
17. Maintaining close relationships has been difficult and frustrating for me	1	2	3	4	5	6
18. I have not experienced many warm and trusting relationships with others	1	2	3	4	5	6
Purpose in Life						
19. I live one day at a time and don't really think about the future	1	2	3	4	5	6
20. I am an active person in carrying out the plans I set for myself	1	2	3	4	5	6
21. I sometimes feel as if I have done all there is to do in life	1	2	3	4	5	6
Self-Acceptance						
22. When I look at the story of my life, I am satisfied with how things have turned out	1	2	3	4	5	6
23. I like most aspects of my personality	1	2	3	4	5	6
24. In many ways, I feel disappointed about my achievements in my life	1	2	3	4	5	6

Ryff's Psychological Wellbeing Scale (PWBS), 1989

Section 3: Job Satisfaction Survey

For each of the following statements, please circle the point on the scale that you feel is most appropriate in describing your feeling: 1. Very unsatisfied 2. Unsatisfied 3. Moderately unsatisfied 4. Moderately satisfied 5. Satisfied 6. Very satisfied

Satisfaction with Salary						
25. I feel I am being paid a fair amount for the work I do	1	2	3	4	5	6
26. I feel unappreciated by the school when I think about what they pay me	1	2	3	4	5	6
27. I am satisfied with my chances for salary increase	1	2	3	4	5	6
Satisfaction with Promotion						
28. There is really too little chance for promotion in the school	1	2	3	4	5	6
29. Those who do well their job stand a good chance of being promoted in the school	1	2	3	4	5	6
30. I am satisfied with my chances for promotion in the school	1	2	3	4	5	6
Satisfaction with Supervision						
31. My supervisor is quite competent in doing his/her job	1	2	3	4	5	6
32. My supervisor is unfair to me	1	2	3	4	5	6
33. I like my supervisor	1	2	3	4	5	6
Satisfaction with Fringe Benefits						
34. I am not satisfied with the benefits I receive	1	2	3	4	5	6
35. The benefits we receive are as good as other schools offer	1	2	3	4	5	6
36. The benefits program we have is equitable	1	2	3	4	5	6
Satisfaction with Contingent Rewards						
37. When I do a good job, I receive the recognition for it that I should receive	1	2	3	4	5	6
38. I do not feel that the work I do is appreciated	1	2	3	4	5	6
39. There are few rewards for those who work in this school	1	2	3	4	5	6
Satisfaction with Working Conditions						
40. Many of our rules and procedures make teaching difficult	1	2	3	4	5	6
41. I have too much to do at the school	1	2	3	4	5	6
42. I have too much paperwork	1	2	3	4	5	6
Satisfaction with Co-workers						
43. I like the people I work with in the school	1	2	3	4	5	6
44. there is too backbiting and fighting in the school	1	2	3	4	5	6
45. I enjoy working with my co-workers	1	2	3	4	5	6
Satisfaction with the Nature of Work						
46. I sometimes feel my job is meaningless	1	2	3	4	5	6
47. I like doing the things I do at school	1	2	3	4	5	6
48. I have a sense of pride in doing my work	1	2	3	4	5	6
Satisfaction with Communication						
49. Communication seems good within this school	1	2	3	4	5	6
50. I often feel that I don't know what's going on in the school	1	2	3	4	5	6
51. Work assignments are not fully explained within the school	1	2	3	4	5	6

Spector's Job Satisfaction Survey (JSS), 1994

Appendix IV

Scoring and Interpretation of the Psychological Wellbeing Scale

The PWBS yields 6 scores. Each of the six subscales can produce a separate facet score. The total of all items produces a total score. Each of the six PWB subscales is scored by combining responses to its three items. The table indicates which items go into each subscale. It also indicates which items need to be reverse scored.

Sub-scale	Items number		
Autonomy	1	2r	3
Environmental mastery	4	5r	6
Personal growth	7	8	9r
Positive relationship with others	10	11r	12r
Purpose in Life	13r	14	15r
Self-acceptance	16	17	18r
Items followed by "r" should be reverse scored			

The psychological wellbeing scale scoring:

From 18 to 41 scores (16.7% to 38%): Low level of psychological wellbeing

From 42 to 65 scores (38.9% to 60.2%): Moderate level of psychological wellbeing

From 66 to 89 scores (61% to 82.4%): High level of psychological wellbeing

From 90 to 108 scores (83.3% to 100%): Very high level of psychological wellbeing

Appendix V

Scoring and Interpreting of the Job Satisfaction Survey

The JSS yields 6 scores. Each of the nine subscales can produce a separate facet score. The total of all items produces a total score. Each of the nine JSS subscales is scored by combining responses to its three items. The table indicates which items go into each subscale. It also indicates which items need to be reverse scored.

Subscale	**Item Number**		
Pay	1	2r	3
Promotion	4r	5	6
Supervision	7	8r	9
Fringe Benefits	10r	11	12
Contingent rewards	13	14r	15r
Operating Conditions	16r	17r	18r
Co-workers	19	20r	21
Nature of work	22r	23	24
Communication	25	26r	27r
Items followed by "r" should be reverse scored			

The job satisfaction survey scoring:

From 27 to 61 scores (16.7% to 37.6%): Low level of job satisfaction

From 62 to 96 scores (38.3% to 59.3%): Moderate level of job satisfaction

From 97 to 131 scores (59.9% to 80.9%): High level of job satisfaction

From 132 to 162 scores (81.5% to 100%) Very level of job satisfaction

Appendix VI

Permission for using the PWBS

Greetings,

Thanks for your interest in the well-being scales. I am responding to your request on behalf of Carol Ryff. She has asked me to send you the following: You have her permission to use the scales for research or other non-commercial purposes. They are attached in the following files: "Ryff PWB Scales" includes: psychometric properties, scoring instructions, how to use different lengths of the scales.

"Ryff PWB Reference Lists" includes: a list of the main publications about the scales, a list of published studies using the scales.

There is no charge to use the scales and no need to send us the results of your study. We do ask that you please send us copies of any journal articles you may publish using the scales to: berrie@wisc.edu and cryff@wisc.edu.

Best wishes for your research,

Theresa Berrie

UW-Madison Institute on Aging

berrie@wisc.edu

Hours: Tues-Thurs, 7:30am-4:30pm

From: CAROL RYFF <cryff@wisc.edu>
Sent: Monday, December 05, 2022 8:38 AM
To: THERESA M BERRIE <berrie@wisc.edu>
Subject: FW: Request for using PWBS

Appendix VII

Request letter for using the JSS

Ghislain Kambale Saturday, December 03, 2022

MA-Student

Tangaza University College

18/00565

Email. 1800565@tangaza.ac.ke

Dear Sir/Madam

Email. pspector@usf.edu

REF: REQUEST FOR USING THE JOB SATISFACTION SURVEY

I am Ghislain Kambale, student in master program at Tangaza University College, Kenya. I am writing to request your permission to use the Job Satisfaction Survey for my study. The topic of my research is "Establishing the relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county, Kenya."

I will be grateful to receive your permission and feedback.

Sincerely

Ghislain Kambale

Appendix VIII

Research Permit from Tangaza University College

TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

OFFICE OF THE DIRECTOR OF RESEARCH & POST GRADUATE STUDIES

E-mail: dir.pgsr@tangaza.ac.ke **Website:** www.tangaza.ac.ke

OUR Ref: DPGSR/ER/01/2023 **Date:** 17th January 2023

To The Commission Secretary,
National Commission for Science, Technology and Innovation
P.O. Box 30623,
Nairobi – Kenya.

Dear Sir/Madam,

Re: Research Permit for Ghislain Kambale Mathwatere

This is to confirm that the person named in this letter is a student at Tangaza University College (TUC). He is registered in the Institute for Youth Studies (Reg. No. 18/00565) and he is pursuing M.A degree in Counselling Psychology.

Ghislain has met all our provisional academic requirements leading to data collection. However, he cannot proceed to the field before getting a Research Permit from the National Commission for Science, Technology and Innovation (NACOSTI). Kindly assist him to process the permit for data collection for his M.A. Thesis.

Thanking you in advance for your cooperation

Yours sincerely,

Director - Research & Postgraduate Studies
Tel: 0714 610 777 / 0733 685 059
17 JAN 2023
Sign:
TANGAZA UNIVERSITY COLLEGE

Dr. Daniel M. Kitonga (Ph.D.)
Director, Research & Post-Graduate Studies

CC:
Rev. Dr. Hubert Pinto – Programme Leader, M. A. Counselling Psychology (IYS)

P.O. Box 15055 - 00509 Langata, Nairobi Kenya
Tel: +254 20 8097667 / 0732 897 000 / 0733 685 059 / 0722 204 724 / 0714 610 777
Email: inquiries@tangaza.ac.ke
Website: www.tangaza.ac.ke

Appendix IX

Ethical Clearance from Tangaza University College

TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

OFFICE OF THE DIRECTOR OF RESEARCH & POST-GRADUATE STUDIES

E-mail: dir.pgsr@tangaza.ac.ke **Website:** www.tangaza.ac.ke

OUR Ref: DPGSR/ER/01/2023 **Date:** 17th January 2023

Ghislain Kambale Mathwatere
Institute for Youth Studies
School of Arts & Social Sciences
Tangaza University College

Dear Ghislain,

RE: ETHICS CLEARANCE FOR GHISLAIN K. MATHWATERE, REG. NO. 18/00565

Reference is made to your letter dated 10th January 2023 requesting for ethical clearance of your research proposal to carry out a study on "***Establishing the relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera, Nairobi***".

I am pleased to inform you that, your research proposal has been reviewed and you can now apply for research permit. You are advised to submit your proposal to the National Commission for Science, Technology and Innovation (NACOSTI), for the issuance of research permit and further guidance before commencing the data collection for your study. You are also advised to adhere to the code of ethics as regards the protection of human subjects during the entire process of your study.

This approval is valid for one year from **17th December 2023.**

Please, ensure that after the data analysis and final write up, you submit a soft copy of the thesis to the Director of Research & Post-Graduate Studies – Tangaza University College for records purposes.

Yours sincerely,

Director - Research & Postgraduate Studies
Tel: 0714 610 777 / 0733 685 059
17 JAN 2023
Sign:
TANGAZA UNIVERSITY COLLEGE

DR. DANIEL M. KITONGA (Ph.D.)
Director, Research & Post-Graduate Studies
Tangaza University College

CC: **Rev. Dr. Hubert Pinto** – Programme Leader, M.A. Counselling Psychology (IYS)

Appendix X

Research License from NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **453436**

Date of Issue: **28/January/2023**

RESEARCH LICENSE

This is to Certify that Mr.. Ghislain KAMBALE MATHWATERE of Tangaza University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: ESTABLISHING THE RELATIONSHIP BETWEEN MENTAL WELL-BEING AND JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHERS IN KIBRA CONSTITUENCY -NAIROBI. for the period ending : 28/January/2024.

License No: **NACOSTI/P/23/23359**

453436

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix XI

Research Permit from the Ministry of Education

MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

TELEGRAMS: "SCHOOLING", Nairobi
Telephone:
Email: educationkibra2017@gmail.com

SUB-COUNTY DIRECTOR OF EDUCATION
KIBRA SUB COUNTY.
P.O BOX 74629 NAIROBI.

26th January, 2023

TO THE
HEADTEACHERS,
KIBRA SUB-COUNTY.

RE: GHISLAIN KAMBELE MATHWATERE

The above is a student at Tangaza University and has permission to do research on **establishing the relationship between mental well-being old job satisfaction among Primary School teachers in Kibera.**

Accord him the necessary support.

LYDIA MUTEGI
SUB-COUNTY DIRECTOR OF EDUCATION
KIBRA.

Appendix XIII

Location of the Study