

The Role of Collegiality in the Relationship between Workload and Job Satisfaction among High School Teachers in Kiambu County, Kenya

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Abstract

The workload is essential in determining job satisfaction among professionals, including teachers. However, only a few researchers have focused on the issue of workload and job satisfaction with colleagues within the context of the teaching profession. Understanding the role of collegiality in the relationship between workload and job satisfaction in the teaching context is of the essence. This study investigated the role of collegiality in determining the relationship between workload and job satisfaction among teachers in Kiambu County, Kenya. The results revealed a strong relationship between workload and job satisfaction with colleagues across all the workload categories except the teachers in the workload category of (teaching, management of students' issues and administrative duties). The majority of the respondents across all the workloads who related well with their colleagues were satisfied with their work. The results indicate that collegiality buffers individuals from less satisfaction which may result from engaging in multiple workloads. The study recommends promoting and encouraging support and solidarity among colleagues to enhance job satisfaction.

Keywords: Collegiality, Job satisfaction, Workload, Teachers, Support

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1. Introduction

The collegiality at the workplace is related to job satisfaction as it enables members to work as a team and support each other in completing the required workload (Haitao, 2022). The workload is the amount of work or an assignment given to an individual, and its management is determined by the individual's capacity to handle it at a given period. Chirimi (2016) defines workload as the total quantity of work a person is expected to complete in a certain time frame. Additionally, Shafie, Kadir and Asimiran (2017) conceptualize it as the formal duties that the school has allocated a teacher. The nature of workload influences workers level of job satisfaction either positively or negatively and determines how best professionals, including teachers, perform their duties (Rajan, 2018; Tentama, Rahmawati & Muhopilah, 2019). Among the factors linked to the relationship between workload and teacher job satisfaction is the relationship with colleagues (Pilarta, 2015; Shakenova, 2017). Therefore, it was essential to investigate the role of collegiality in determining job satisfaction among teachers amidst multiple workloads.

Collegiality is a facet of job satisfaction that depicts the relationship among colleagues or the bond that binds coworkers making them happy with their work. Research has found that the way professionals, including teachers, relate among themselves, especially the positive social support they extend to each other, is essential in determining their job satisfaction amidst multiple workloads (Pow, King, Stephenson, & DeLongis, 2017; Reeves, Pun, & Chung, 2017). According to Haitao (2022) and Shakenova (2017), collegiality helps professionals work together, thus enhancing their productivity. Accordingly, teachers working together as a team use their abilities to support one another, bringing out their best in achieving their purpose and set goals.

Rocchi and Camire (2018) examined the role of extracurricular coaching in determining job satisfaction and found a positive relationship between coworkers' support and low workload-related stress among teachers. Teachers who related well and received support from their colleagues reported increased job satisfaction. Rocchi and Camire (2018) study used 2949 teachers drawn from across Canada involved in the supervision of extracurricular activities besides regular teaching. Similarly, Toropova, Myrberg and Johansson (2021), investigating the influence of the working conditions and the teachers' characteristics, revealed a positive relationship between workload and job satisfaction associated with teachers' collaboration. Therefore, teachers working as a team and supporting each other increases the chances of satisfaction amidst the perceived workload.

In a study of 2,758 university instructors in China, Han, Yin, Wang, and Zhang (2020) proposed that social support mediated the association between the workload demands of teaching and research and job satisfaction. Despite the teachers' job demands, they discovered that adequate assistance boosted job satisfaction, which they attributed to collegiality. Similarly, Boru (2018) used semi-structured interviews and case studies to get

information from teachers for a qualitative study to examine instructors' motivation. Data gathered were analyzed using content analysis. The results demonstrated a relationship between collegiality factors and job happiness, including coworkers' readiness to help one another, collaboration and teamwork, coherence, and friendly competition. Despite the amount of workload involved, these qualities were seen to promote job satisfaction with the interaction with coworkers. These results imply that regardless of the task involved, social support provided by colleagues to one another promotes job satisfaction.

Another survey was carried out using quantitative and qualitative methodologies to examine the impact of job satisfaction on teachers' continued employment. Two hundred fifty (250) participants in Arusha, Tanzania, received questionnaires, and focus groups were used to gather qualitative data. According to the study, teachers' perceptions of cooperation and support from their peers were related to how satisfied they were with their jobs (Nyamubi, 2017). These results suggest that, despite their workload demands, their relationships with their colleagues enable them to manage their workload. Additionally, 316 healthcare professionals from an Ethiopian public hospital participated in a study by Semachew, Belachew, Tesfaye, and Adinew (2017) to look at the variables that predicted job satisfaction. According to the survey, the possibility for progress was the least important aspect of job satisfaction, while relationships with colleagues were the most important.

Chirchir (2016) researched to ascertain how demographic factors affected workload and job satisfaction. A questionnaire given to 848 participants from 129 schools (both elementary and secondary) in Bomet County was used to collect the data. Although some teachers were unsure of their job satisfaction, the descriptive and inferential data analysis showed that positive relationships with colleagues made them happy with their work. In contrast, the reward system and a bad relationship with the supervisor made them less satisfied. The primary school teachers in this study were restricted to teaching and administrative responsibilities. Therefore, it was unknown how other workload factors, particularly for secondary school teachers, might impact job satisfaction.

Similarly, Muasya (2016; 2020) investigated the viability of juggling work and family obligations. Three hundred seventy-five (375) female teachers in all were polled. An open-ended questionnaire was used to collect the data, and content analysis was used to analyze it. The findings showed that, in the face of a demanding workload, coworkers' support served as a coping mechanism to a higher level (Muasya, 2016; 2020). A few research studies on workload and job satisfaction have been done in Kenya (Chirchir, 2016; Njiru, 2014; Nyagaya, 2015; Wangari & Orodho, 2014). However, the investigations that have been done have shown contradictory findings. Additionally, none of the research that is currently accessible has examined the relationship between workload and job satisfaction with coworkers in the context of Kenya's Kiambu County's public secondary school teachers. In order to close these gaps, it was necessary to investigate the mediating function of collegiality in the link between workload and job satisfaction among secondary school teachers in Kiambu County.

1.1. Theoretical framework

The job demand-resource theory (Bakker & Demerouti, 2014) and the Herzberg two-factor theory (Alshmemri et al., 2017; Herzberg, 1966; Herzberg, Mausner & Snyderman, 2017; Stello, 2014) served as the theoretical foundation for the study. According to the JD-R hypothesis, strain happens when there is an actual or perceived mismatch between the demands of the job and the job resources themselves (Bakker & Demerouti, 2014). According to Herzberg's (1959) theory, personal job happiness is influenced by both hygienic and motivating aspects. This study conceptualized that job expectations might result in lower job satisfaction. However, if resources exist for the job, people can be shielded from the job demand impacts, leading to higher job satisfaction. The relationships with colleagues were seen as workplace resources, whereas the workloads were seen as job demands.

2. Methodology

In this study, a descriptive survey design was employed. To gather data, 367 public secondary school teachers in Kiambu County, Kenya, were given a questionnaire. The study sample was determined using Yamane's (1973) formula.

$$n = \frac{N}{1+N(\epsilon)^2}$$
 Where n = sample size, N = Total population size and ϵ = level of precision.

$$n = \frac{4447}{1 + 4447(0.05)^2} \quad n = 367 \text{ teachers}$$

The teacher workload questionnaire was used to gather the data. The job satisfaction (JSS) Scale was employed to assess job satisfaction. The sub-scale for measuring employee contentment with coworkers was specifically used to assess the relationship with the colleagues. Descriptive statistics and multinomial logistic regression were used to analyze the data.

The study adhered to counselling ethics, research, and counselling standards (American et al., 2014; Bond,

2009; British Psychology Society, 2021). Permission for conducting the research was obtained from the National Council of Science and Technology in Kenya to carry out research in the form of a research permit. All the research instruments emphasized anonymity and confidentiality of information. Participants were also duly informed that the researcher would only handle all the information obtained and only apply it to the study. The identity of the participants was kept anonymous during the research and in all reports. Code numbers were used to protect confidentiality. The research participants were free to participate in the study or provide any information. They were duly informed to participate at their discretion and could withdraw from the study without penalty. All participants were requested to sign consent forms indicating their willingness to provide information. They were also asked for consent information and assured that all information obtained would be kept confidential.

3. Results

3.1. Quantitative Analysis

Data from the scales measuring workload and job satisfaction with co-workers were analyzed. The workload scale comprised eight categories based on the sum of the teachers' workloads. All teachers worked primarily in the category of teaching workload, which spans all other categories. The categories were as follows: Group 1: teaching; Group 2: management of students' psychosocial issues and administration; Group 3: management of students' psychosocial issues and co-curricular supervision; Group 4: teaching, administration, and co-curricular supervision; Group 5: teaching and management; Group 6: teaching and administrative; Group 7: teaching and co-curricular supervision. Group 8: solely teaching. The descriptive results are shown in Table 1:

Table 1: Distribution of Dependent Variable within the Independent Variable	
Workload Categories (IV)	Job satisfaction Relationship with the Colleagues (DV)
Group 1. Teaching, psychosocial management, administrative and co-curricular Supervision	8.4%
Group 2. Teaching, psychosocial management and administrative	2.4%
Group 3. Teaching, psychosocial management and co-curricular supervision	8.4%
Group 4. Teaching, administrative and co-curricular supervision	12.0%
Group 5. Teaching and management of psychosocial issues	20.5%
Group 6. Teaching and administrative	16.9%
Group 7. Teaching and co-curricular supervision	22.9%
Group 8. Teaching only	8.5%
Total	100%

Table 1's analysis reveals that of the respondents satisfied with their relationships with their coworkers, 22.9% belonged to workload group 7, while the minority, 2.4%, belonged to group 2. Other groups included 12%, 20.5%, 16.9%, and 8.5%, respectively, while groups 1 and 3 tied with a score of 8.4 each. These findings imply that participants' satisfaction with their working relationships was consistent across all workload categories.

However, the hypothesis that "there is a relationship between workload and job satisfaction with the relationship with the colleagues" was investigated using multinomial regression analysis to identify the association between the two variables. The outcomes of the inferential statistical analyses are presented in Table 2.

Table 2: Multinomial Logistic Regression on Relationship with Colleagues against Workload and Confounding Variables as Independent Variables

<i>R/colleagues</i>	β	<i>Robust SE</i> β	<i>t-statistic</i>	<i>P-Value</i>	<i>95% CI</i>
Workload					
Group 2	-1.0703	1.0475	-1.04	0.299	[-3.090, .9499]
Group 3	1.2114	1.0475	1.16	0.247	[-.8416, 3.264]
Group 4	1.3294	.8575	1.55	0.121	[-.3513, 3.010]
Group 5	.1346	.7117	0.19	0.850	[-1.2603, 1.5294]
Group 6	.7148	.8124	0.379	0.88	[-.8775, 2.3072]
Group 7	.5844	.7146	0.82	0.413	[-.8162, 1.9851]
Group 8	.3663	.8007	0.46	0.647	[-1.2031, 1.9357]
Gender	-.7844	.3967	-1.98	0.048*	[-1.5619, -.0069]
Age in years					
31-40	.8932	.8116	1.10	0.271	[-.6975, 2.4839]
41-50	1.0953	1.0064	1.09	0.276	[-.8770, 3.0678]
51-60	.1475	1.0646	0.14	0.890	[-1.9391, 2.2340]
Marital status	.9269	.3685	2.52	0.012*	[.2047, 1.6492]
Education	-.2388	.4236	-0.56	0.573	[-1.0692, .5915]
Experience					
16-25	-.6065	.812	-0.75	0.455	[-2.1982, .9853]
26-35	-1.0795	-.9678	1.12	0.265	[-2.9763, .8173]
Department					
Languages	1.1279	.6114	1.84	0.065**	[-.0703, 2.3263]
Humanities	-2079	.6355	-0.33	0.744	[-1.4535, 1.0377]
Technical	.7605	.4465	1.70	0.088**	[-.1145, 1.6356]
Lessons					
22-27	-.6952	.7039	-0.99	0.323	[-2.0749, .68452]
27- 32	-.8579	.6919	1.24	0.215	[-2.2141, .4981]
>32	-.4449	.7472	0.60	0.552	[-1.9093, 1.0195]
Category					
Extra County	.3650	.6658	0.55	0.583	[-.9398, 1.6699]
County	.1176	.6705	0.18	0.861	[-1.1965, 1.4316]
Sub-County	.2343	.6909	0.34	0.75	[-1.1200, 1.5885]
Constant	.3326	0.24	1.3835	0.810	[2.3791, 3.0443]
Pseudo R²	0.1755				
No. of Observation	335				

Note: * and ** mean statistically significant at the 5% levels of significance respectively

The results of the multinomial logistic regression are shown in Table 2 for the dependent variable (relationship with co-workers) and the independent variable (workload). Three hundred thirty-four (334) observations were made. According to the log-likelihood ratio (LR) test, the whole set of predictors-containing model significantly outperforms a null model in terms of fit (LR 2 (96) = 1638.51, p=.0000). There is at least one non-zero population slope. With a Pseudo R² of.1775, the model's fit was proportionately improved by 17.6% compared to the null model. These findings demonstrate that 17.6% of workload was a factor in job satisfaction with co-workers. The workload category 1. served as the study's interpretive base for the other seven categories. The data from the table show that people in workload group 2 were less content with their relationships with their co-workers than people in workload category 1 ($\beta = -1.0703$, $t = -1.04$, $p = 0.299$). Compared to workload category 1, the six other workload categories (3, 4, 5, 6, 7 and 8) reported higher levels of satisfaction with their interactions with co-workers ($\beta = 1.2114$, $t = 1.16$, $p = 0.247$) ($\beta = 1.3294$, $t = 1.55$, $p = 0.121$), ($\beta = .1346$, $t = 0.19$, $p = 0.850$), ($\beta = .7148$, $t = 0.379$, $p = 0.88$), ($\beta = .5844$, $t = 0.82$, $p = 0.413$), ($\beta = .3663$, $t = 0.46$, $p = 0.647$) respectively. These findings demonstrate a connection between workload and job satisfaction with colleagues. Regardless of the workload category, most teachers were content with how they interacted with one another. The value placed on co-workers, working with qualified colleagues, teamwork, and peer composure were all factors in job satisfaction. Bickering, infighting, and a lack of willingness to work and support colleagues were all linked to lower job satisfaction with colleagues.

3.2. Qualitative Data Analysis

Qualitative data was obtained from the focus group discussions. During the discussion, respondents were asked how their workload affected their job satisfaction and how they related with their colleagues. Various responses were generated from the discussions. Only a few respondents showed less happiness with how they related with colleagues. Most respondents said they were happy with how they interacted with their co-workers. For instance, one respondent who was pleased with their interactions with their co-workers had the following to say:

“At least in my school, people cooperate, show consideration for one another, and help one another. Teachers are motivated to work and are happy and satisfied as a result of this support, both social and professional. As the deputy principal, I assign work to colleagues, especially when running behind schedule. I have also observed that when a person has a problem, the other members jump in, work together, and resolve it the best way they can.”

Another respondent mentioned how the cooperation and teamwork in their schools allowed them to feel at ease working with their co-workers. The teacher who oversees sports commented that:

“I am happy with the assistance I receive from my colleagues. Being in charge of programs like music and drama is very demanding, especially while preparing for competitions. My colleagues are always willing and ready to assist with the preparations and even to accompany me to the events. If only one person is left to manage the students, it can be a bit chaotic. At least, teamwork makes work simpler and more doable.”

Another respondent from the focus group associated the relationship with colleagues with the moral support extended to individuals in need. He said:

“I enjoy my work with colleagues. We have warm relationships at work and outside school. At least, I am assured that even though they might not help out physically at work, moral support is assured when work is overwhelming. My colleagues are always there for each other even outside the school, which I find encouraging....”

The results of the focus group discussions revealed that helping instructors feel satisfied with their work required cooperation and good working relationships with colleagues. A fair and equitable workload distribution and moral and social support among colleagues also increased job satisfaction. The emergence of cliques, unhealthy workplace conversations, the marginalization of some individuals, staff member gossip, a lack of moral support, favouritism, division among colleagues, and a lack of understanding and ignorance of the nature of the work involved were some of the explanations given by respondents who expressed less job satisfaction with colleagues. Some teachers who actively offered advice and counselling to the students reported that their colleagues were unwilling to help. The qualitative data is summarised in Figure 1.

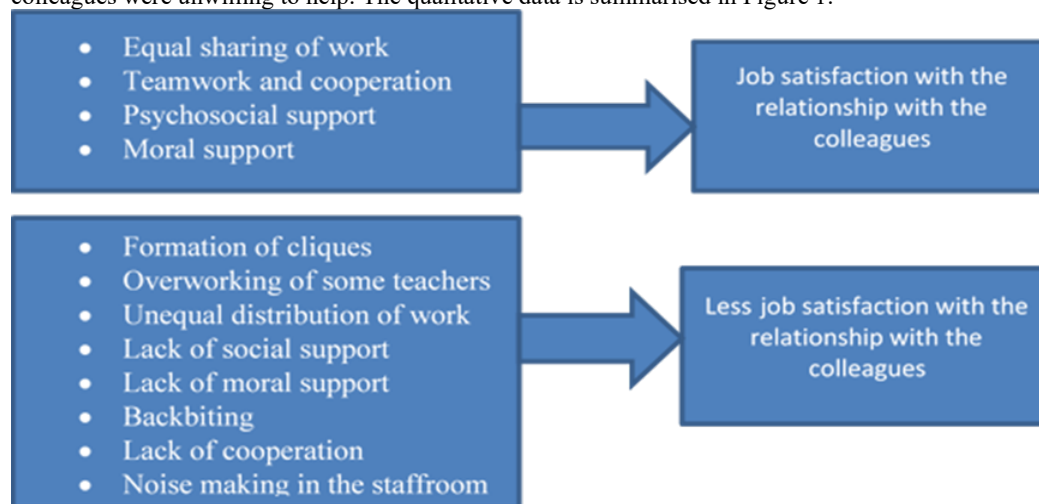


Figure 1 Factors affecting the Relationship between Workload on Job Satisfaction with the Relationship with Colleagues

4. Discussion

This paper examined the role of collegiality in the relationship between multiple workloads and job satisfaction among high school teachers. The study findings indicate that the relationship between workload and job satisfaction with a relationship with colleagues was both negative and positive. Some workload categories were positively related, while others were negatively related to job satisfaction and colleagues' relationship. The negative quantitative results were supported by the qualitative data findings where teachers expressed that some of the colleagues were uncooperative, less supportive at work, lacked competence and quarrelled a lot making

the work harder while contributing to poor relationships and less satisfaction with the colleagues. Teachers also lamented that forming cliques in schools reduced teamwork since some teachers were not ready to support others. The qualitative data supported the positive findings where teachers attributed more job satisfaction to their colleagues' support, consulting, sharing the work, working on the same goal and bearing with one another. Teamwork and perseverance made work easier and more enjoyable for the teachers.

The results support Muasya (2016)'s assertion that employees relied on one another for support. As a result, some teachers expressed decreased satisfaction with their coworkers' lack of assistance in their work.

According to Sahito and Vaisanen (2019), a lack of support from coworkers and poor collegiality led to lower job satisfaction. The results also confirmed prior research that coworkers' support and positive interpersonal interactions are important factors in determining teachers' satisfaction with their jobs (Boru, 2018; Munyengabe, He & Yiyi, 2016; Muasya, 2016; 2020; Toropova, Myrberg & Johansson, 2021). The willingness of the teachers to assist one another, collaboration and teamwork, cohesion, and friendly competition all boosted work satisfaction (Boru, 2018; Toropova, Myrberg, and Johansson, 2021). Working together as a team and peer social support made work manageable (Chirchir, 2016; Nyamubi, 2017). These results are consistent with the two ideas put out for this study: job demand resource and Herzberg two factor theories. Workload categories determined job demands, while resources were determined by aspects of a person's relationship with their coworkers. The results show that teachers with different workloads were happy with the relationships they had with their colleagues and the help they got from them. These ideas are applicable in explaining job happiness, where the availability of resources connected to the workplace shields teachers from job factors while boosting job satisfaction through relationships with coworkers.

5. Conclusion

Based on the research findings, collegiality has a positive function in the relationship between workload and job satisfaction. The research shows that supportive collegiality can buffer against multiple workloads. Inadequacy and a lack of collegiality, on the other hand, would make people more susceptible to experiencing lower levels of pleasure, especially when there are numerous demands on their time. Thus, a lack of collegiality would have the opposite of the intended cushioning effect. This position infers that there are possibilities for both increased and decreased job satisfaction regardless of the workloads involved depending on the adequacy of collegiality. The present study contributes to this knowledge and indicates the importance of encouraging teachers to develop healthy, friendly and supportive attitudes towards each other because they are interdependent. By extending the application of the two theories to explain the relationships between workload and job satisfaction in the context of the teaching profession, the study has added to the body of knowledge in psychology.

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