SCHOOL ENVIRONMENT AS A DETERMINANT OF TEACHER JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN KESSES SUB COUNTY, UASIN GISHU COUNTY, KENYA

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A research project submitted in partial fulfillment of the requirements of the degree of Master of Education in Educational Administration of Koitaleel Samoei University College.

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DECLARATION

This project is my original work and it has not been presented to any other university.

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LIST OF ABBREVIATIONS AND ACRONYMS

KCPE Kenya Certificate of Primary Education

KCSE Kenya Certificate of Secondary Education

NACOSTI National Council for Science Technology and Innovation

SPSS Statistical Package for Social Sciences

TSC Teachers Service Commission

UNESCO United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The school environment plays a key role in influencing teacher job satisfaction, notably in public secondary schools in Kesses Sub-County, Uasin Gishu County, Kenya. The purpose of this study was to investigate the different aspects of the educational setting that have a major bearing on teachers' job satisfaction. The objectives of the study were to establish the influence of administrative support on teacher job satisfaction, to find out the influence of collegial relationship on teacher job satisfaction, to establish the influence of instructional resources on teacher job satisfaction and to establish the influence of physical working conditions on teacher job satisfaction. The study was guided by the following hypotheses: H_{01}: There is no significant relationship between administrative support and teacher job satisfaction. H_{02}: There is no significant relationship between collegial relationships and teacher job satisfaction. H_{03}: There is no significant relationship between instructional resources and teacher job satisfaction. H_{04}: There is no significant relationship between physical working conditions and teacher job satisfaction. Ex post facto research design was adopted. Key factors examined include administrative support, collegial relationships, availability of resources, and physical working conditions. The study was anchored on Herzberg's two factor theory. Quantitative data was gathered through a structured survey administered to teachers across multiple public secondary schools, while qualitative insights was obtained from in-depth interviews with selected participants. The data collected was analyzed using descriptive statistics, inferential tests, and regression analyses, among others. Results were as follows; administrative support, collegial relationship, teacher involvement in curriculum development, teaching and learning resources and physical working conditions had a positive and significant effect on teacher job satisfaction of (β=1.345, p=0.000), (β=1.204, p=0.000), (β=0.147, p=0.000) and (β=0.143, p=0.000) respectively. The study concluded that administrative support, collegial relationship, teacher involvement in curriculum development, teaching and learning resources and physical working conditions enhances teacher job satisfaction. The study recommended that administration should be accessible to everyone in schools. Teaching and learning materials should be available in schools so as to enhance teacher job satisfaction. The number of students teachers handle in class should be manageable. A further study should be done on other determinants of teacher job satisfactions in Uasin Gishu County and other counties in Kenya. The study will be of benefit to policy makers and it will be instrumental in shaping educational policies and practices that enhance teacher job satisfaction. The study will help school administrators as it will serve as a practical guide on creating a more conducive working environment for teachers.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter covers subtopics enlisted below;

1.2 Background of the Study

School environment is an element that enhances students' academic success. It comprises an exterior environment and an interior core that combine to produce different school environments (Toropova, et al., 2021). Owing to their authority within the school, the administrative head actively fosters a positive learning environment (Getzels & Guba, 2017). According to Homana, et al. (2016), the term school environment is the overall school characteristics and atmosphere. The components of school environment adopted in this study were administrative support, collegial relationship, teaching and learning resources and physical working conditions.

In Thailand, Toropova, et al. (2021) opine that administrative support characterized by principal's leadership can impact teachers work performance and students learning outcomes when the school environment turns out to be unfavorable which is when the school and physical surroundings are unsafe. In South Korea, Wentzel and Watkin (2022) point out that elements like collegial support, effective administration, and school culture are vital in shaping teachers' experiences. In China, scholarly works of Bahtilla and Hui (2021) reveal that a positive environment encourages collaboration and professional development, resulting in greater job satisfaction. In contrast, a negative

atmosphere can cause burnout and lower motivation. Ultimately, they stress that a supportive and well-resourced school environment is key to improving teacher well-being and retention.

According to Omar, et al. (2015), an employee's attitude about their work in an organization is a key component of job satisfaction. If the worker is not satisfied with the job they are doing at the moment. They won't be satisfied with their jobs if it's physical or mental. The school environment directly impacts teachers' satisfaction with their jobs (Skaalvik & Skaalvik, 2017). Learners' attainment is significantly affected by the classroom teacher. The goal is to come up with ways to inspire teachers to remain in the career (Ker, Lee, & Ho, 2022).

The preceding studies of Akinnola and Oredein (2021) reveal that in Nigeria, teachers are the vital aspect of success of the education system. They bear the bulk tasks in modelling the learners' minds. According to Aldridge and Fraser (2016), teachers also play greater roles in the industry, especially as a result of certain outside variables majorly influencing teacher job satisfaction embrace socioeconomic status, cultural attitudes, government policies, economic conditions, and community engagement. Wealthier communities provide better resources and parental support, enhancing job satisfaction (Dorozynska, 2017). Cultural respect for the teaching profession and positive public perception boost teachers' morale. Stable, supportive educational policies and adequate funding from the government are crucial, as are competitive salaries and job security, particularly in stable economic conditions (Otrębski, 2022).

Various stakeholders in Kenya are becoming increasingly concerned about the poor performance of both students and teachers. One factor influencing students' academic performance is teachers' absence from the classroom (Mbogo, 2015). This adversely affects the student's academic performance and drastically decreases the amount of teaching time (Onyango, et al., 2020). Research on the poor academic performance of children in Uasin Gishu County revealed that factors such as teachers' motivation, economic status, and severe workloads impact both their performance at work and the academic performance of their students. This may not apply to Kesses Sub County because it was conducted over a larger area. Furthermore, it was impossible to demonstrate the relationship between the educational environment and teachers' job satisfaction. This made it necessary to conduct this study to investigate how teachers' job satisfaction is influenced by their school environment.

1.2 Statement of the Problem

Teacher job satisfaction is an important factor that affects the value of education and student results in schools. Despite its importance, approximately half of the educators in public schools in Uasin Gishu County face minimal job satisfaction that led to high revenue rates, decreased morale, and reduced instructional quality (Jepkoech, 2024). The school environment, including administrative support, community relationships, student behavior, availability of resources, and working conditions, improves wok fulfillment (Kiboss & Jemiryott, 2020).

The precise effects of these environmental conditions on teachers working in public schools in Kesses Sub County, Uasin Gishu County, Kenya, are not well

understood, thus a gap in research. According to Mabeya, et al. (2019), most of the school's environment is not good hence presenting a challenge to teachers job satisfaction. Few studies exist on the subject matter in Kesses County presenting a gap in knowledge as to the components of school environment and their effect on teachers' job satisfaction. The gap in knowledge hinders efforts to develop effective strategies and policies to enhance teacher job satisfaction and retention. In order to better understand how the school environment affects teachers' job satisfaction in public schools, this study looked at important environmental elements that either support or undermine teachers' commitment to and sense of professional fulfillment in their work. Understanding these dynamics is essential for creating supportive educational environments that foster teacher well-being and improve educational outcomes for students.

1.3 Purpose of the Study

It was to examine the school environment as a determinant of teacher job satisfaction in public secondary schools in Kesses Sub County, Uasin Gishu County, Kenya.

1.4 Objectives of the Study

1. To establish the influence of administrative support on teacher job satisfaction in public secondary schools in Kesses Sub County.
2. To find out the influence of collegial relationship on teacher job satisfaction in public secondary schools in Kesses Sub County.
3. To establish the influence of teaching and learning resources on teacher job satisfaction in public secondary schools in Kesses Sub County.
4. To establish the influence of physical working conditions on teacher job satisfaction in public secondary schools in Kesses Sub County.

1.5 Research Hypotheses

H_{01}: Administrative support has no significant influence on teacher job satisfaction in public secondary schools in Kesses Sub County.

H_{02}: Collegial relationship has no significant influence on teacher job satisfaction in public secondary schools in Kesses Sub County.

H_{03}: Teaching and learning resources have no significant influence on teacher job satisfaction in public secondary schools in Kesses Sub County.

H_{04}: Physical working conditions have no significant influence on teacher job satisfaction in public secondary schools in Kesses Sub County.

1.6 Significance of the Study

It is expected that the findings of the study will be instrumental in shaping educational policies and practices that enhance teacher job satisfaction. By identifying and understanding the key determinants of teacher satisfaction, such as administrative support, collegial relationships, and the availability of instructional resources, the study provides policymakers with evidence-based recommendations to create a supportive school environment. This is essential for developing policies that address critical factors contributing to a positive work environment for teachers. Furthermore, the study's emphasis on teacher satisfaction is closely linked to improving teacher retention and performance. By identifying factors that influence job satisfaction, school administrators can implement targeted interventions to reduce teacher turnover and enhance teacher performance.

For school administrators, the study serves as a practical guide on creating a more conducive working environment for teachers. Understanding the

influence of factors such as learner behaviour, physical working conditions, and collegial relationships will enable administrators to take proactive measures to address challenges and build a more supportive school culture. This is particularly important in resource-constrained settings, where improving the work environment may be a more feasible and immediate strategy than increasing salaries or other forms of compensation. Moreover, the study contributes to the broader goal of enhancing teacher well-being, which is essential for sustained job satisfaction and effectiveness. By shedding light on how the school environment impacts teacher well-being, the study can inspire initiatives aimed at promoting the mental and emotional health of teachers. The outcomes will be valuable for policymakers, school administrators, and the broader educational community in Kenya and beyond.

1.7 Limitations of the Study

The findings from a specific study were not broadly applicable to all public schools due to variations in school contexts, demographics, and geographic locations. School environments differ from those in urban settings to those in rural settings and it is anticipated that teacher job satisfaction differs as well. There may be a tendency for teachers to provide socially desirable responses, especially when answering questions about job satisfactionn and the school environment. This response bias can lead to exaggerated or biased perceptions of satisfaction or dissatisfaction, potentially skewing the study's results. Implementing anonymous surveys and triangulating data from multiple sources can help mitigate this bias. Teachers' job satisfaction was influenced by external factors outside the school environment, such as personal life circumstances, economic conditions, and societal attitudes towards education.

These external influences would confound school environment factors association with job satisfaction. For instance, a teacher's personal financial stress or community support levels impacted their perceived job satisfaction, regardless of the school environment's quality.

1.8. Delimitations of the Study

To maintain a consistent focus on the governance and resource allocation typical of public-school settings, the research excluded other schools, such as private or international schools. This ensured that the findings are specific to the public-school context, which may face different challenges and operational frameworks compared to other types of schools. The study's cross-sectional design also made it difficult to establish long-term causal relationships because it only provides a snapshot of people's perceptions and experiences at a single point in time. While this approach allows for a broad overview of current attitudes and conditions, it limited the ability to infer how changes in the school environment over time might impact teacher job satisfaction. In addition, the study adopted quantitative surveys to examine teacher job satisfaction and issues about the school environment. This left-out more in-depth qualitative insights or differences between different types of schools outside the study area. By recognizing these delimitations, the review aimed to give an engaged assessment of school conditions' effect on teacher job satisfaction while perceiving the location's explicit nature of its discoveries.

1.9 Basic assumptions of the Study

The research participants voluntarily engaged in the investigation and offered insightful data pertinent to the investigation. Teacher's Service Commission-employed teachers who worked in all public secondary schools, they shared

same resources for teaching and learning, a similar workload, and strong administrative support. That data was collected precisely to allow for valid observations and conclusions.

1.10 Definition of Significant Terms

Administrative Support: Describes the proactive measures used by leaders to ensure that learners and instructors can conduct their professional responsibilities with efficiency. This included providing resources, promoting a positive school culture, and fostering teamwork among staff.

Collegial Relationships: Refer to the interactions, co-operation, and mutual support among facilitators and other employees within the school community. Positive collegial relationships contributed to a supportive work environment, where instructors share knowledge, as well as contribute to each other's professional growth.

Public Schools: Are educational institutions funded and operated by government and are open to all students at subsidized fee. They are governed by regulations and policies set by ministry of education and serve diverse student populations.

School Environment: is the state in which teaching and learning resources, workload, leadership and teamwork spirit is adequate.

Teaching and learning resources: It refers to materials, tools, and support systems designed to help teachers improve their knowledge, skills, and instructional practices.

Teacher Job Satisfaction: It refers person contentment when the job done gives results in the fulfilment of all the needs.

Working conditions: Refers to the organizational factors that influence teachers' daily work experiences. These include considerations such as class sizes, classroom facilities, workload, scheduling, safety, and overall job demands.

1.11 Organization of the Study

The study was organized to systematically investigate and present findings on key factors impacting teacher job satisfaction. Beginning with an introduction that sets the context and significance of teacher job satisfaction in public education, the study defined the research problem and articulate specific objectives and research questions. A thorough literature review followed, producing existing theoretical frameworks and empirical studies to establish a foundation for understanding how various aspects of the school environment influence teacher job satisfaction. Methodologically, the study featured its research design, including participant selection standards, data gathering methods such as surveys or interviews, and analytical approaches employed. Results were presented in a clear and organized manner, addressing each research question, with interpretations drawn in relation to theoretical frameworks and literature. The discussion section critically analysed findings, explored implications for educational practice and policy, acknowledge study limits, and propose ways for forthcoming research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed relevant works that provide significant, tangible contributions to the objectives of the current investigation. The reviewed literature was categorised based on the study's objectives and themes. A theoretical and conceptual framework and a synopsis of the evaluated literature was identified in this chapter, along with a research gap.

2.2 Administrative Support and Teacher job Satisfaction

Administrative support characterized by effective school leadership can offer professional development opportunities, and recognition of their effort. According to Kilag et al. (2023), administrative support pegged on leadership styles can be categorized as autocratic, democratic, participatory, or transformational based on the authority and behavior of the leader. The distinct styles are based on the impact that the leader has on their subordinates. Leadership that transforms individuals and organizations in terms of their ethics, needs, standards, and goals is referred to as transformational leadership. When this type of leadership is adopted, it has high chances of enhancing teacher job satisfaction (Ertürk, 2021).

A transactional leadership style uses rewards and penalties to motivate and guide followers toward achieving their own goals (Compasivo & Falcunaya, 2020). Transactional leadership style characterized with contingent reward is associated with enhancement of teacher job satisfaction (Chen & Ye, 2021). Leaders with an autocratic style are those who have complete control over their

organization and the ability to make decisions without consulting their subordinates (Trace, 2016). When leaders practice participatory leadership in the educational setting, they do it in line with democratic principles (Woods, 2005). This is consistent with the study by Compasivo and Falcunaya (2020) on administrative support and job satisfaction of private School Teachers. The study had been done in Egypt and the results revealed that administrative support is a significant contributor to enhancement of teachers' job satisfaction.

In United States, a study was done by Tickle et al. (2021) and results established that in public secondary schools, teacher satisfaction differs from one school to the other. Teachers prefer to receive support from those in administration. In some schools, teachers receive all the support they require while in others they fail to given the support they require. This has adversely affected teacher's job satisfaction. In US, the aspects of administrative support that teachers prefer to be given include resource provision and school board support.

In Ghana, Appiah-Agyekum, et al. (2019) posits that the administration sometimes fails to offer support to the teachers which adversely affects their level of satisfaction. The management is not always willing to offer support to teachers and therefore they end up being demoralized. The study by Nwakasi and Cummins (2018) also revealed that in Nigeria, the administration has a responsibility of enhancing teacher's job satisfaction. The scholars further posit that when the school board supports teachers in all respects, it significantly contributes to teacher's job satisfaction. Although, in Nigeria, in almost all the studies done on the subject matter fails to consider technical assistance as an indicator of administrative support. Besides it, the study further adopted school

board support and resource provision as other indicators of administrative support.

The study was consistent to that by Kimathi (2018) on how administrators' adoption of an authoritarian leadership style affected teachers' satisfaction with their jobs in primary schools in Nakuru Town, Kenya. The study found that teachers' job satisfaction decreased under these principals. Job satisfaction and participative leadership had a favourable correlation. The characteristics of a transformative leadership style showed a good correlation with job satisfaction. In Kesses Sub County, few studies exist of the subject matter and yet teacher job satisfaction is very important to the performance of the students. In Uasin Gishu County, Too, et al. (2021) researched on the subject matter and established that most of the teachers are not satisfied with the job they do at the work place. Teachers leave jobs because of lack of support that they require at workplace. This shows how important the administration should be able to provide to the teachers the support that they require to effectively execute their core mandate at the schools.

2.3 Collegial relationship on teacher job satisfaction

Collegial relationships provide a sense of emotional support, community, and shared purpose among educators (Uzun & Ozdem, 2017). A collegial environment is often characterized by open communication, mutual respect, and collaboration on teaching strategies, classroom management, and student engagement (Sarıkaya & Kara, 2020). According to Kelchtermans (2017), these relationships serve as a buffer against stress and burnout, which are common issues in the teaching profession. The emotional support and encouragement teachers receive from their peers can significantly impact their

decision to remain in the profession, particularly in challenging school environments or during times of reform and change.

In addition to emotional support, collegial relationships foster a culture of professional growth and continuous improvement (Ford, et al., 2018). Teachers benefit from peer feedback, shared resources, and collaborative problem-solving. Johnson and Birkeland (2018) found that teachers who engage in regular collaboration with colleagues feel more competent and confident in their teaching abilities, which in turn increase their sense of accomplishment and satisfaction. This collaborative culture also enhances teachers' adaptability and resilience, allowing them to cope better with the dynamic nature of education and the demands of the classroom.

Collegial relationships also influence the sense of community and collective efficacy within a school (Henderson, 2022). According to a study by Tschannen-Moran and Barr (2018), schools with strong collegial relationships and a sense of shared purpose record collective efficacy which is crucial in fostering a supportive school climate that enhances both teacher and student performance. In Pakistan, Shah (2022) examined collegiality of teachers and its impact on their satisfaction. The study established that collegiality of teachers enhances their satisfaction. Furthermore, collegial relationships are particularly important for new teachers, who often face steep learning curves and may feel isolated or overwhelmed (Ford et al., 2018). Mentorship programs and peer support systems help new teachers integrate into the school community and adapt to their roles more effectively. Research by Ingersoll and Smith (2019) highlights that mentorship and collegial support for novice teachers

significantly improve retention rates by helping them navigate the challenges of the profession. Supportive collegial relationships not only aid new teachers in building confidence but also contribute to a positive school culture where continuous learning and development are encouraged.

In conclusion, collegial relationships play a multifaceted role in enhancing teacher job satisfaction, impacting emotional well-being, professional growth, collective efficacy, and retention rates. A school culture that promotes open communication, trust, and collaboration among teachers fosters an environment where educators feel supported and motivated, which ultimately benefits both teachers and students. Therefore, fostering strong collegial relationships should be a priority for school leaders aiming to improve teacher satisfaction and create a positive educational environment. In Kesses County, limited studies exist on the subject matter and yet according to Arusei et al. (2023) teacher job satisfaction is low. This study sought to determine collegial relationship affects teacher job satisfaction. This was important because little was known about how collegial relationship influenced teacher job satisfaction in public schools in Kesses Sub County.

2.4 Teaching and Learning Resources and Job Satisfaction

According to Darling-Hammond (2000; Hattie, 2009), adequate resources, such as textbooks, digital tools, and classroom supplies, enable teachers to effectively deliver the curriculum and engage students, enhancing their professional competence and confidence. Conversely, Buckley, Schneider, and Shang (2005) find that a decrease in job satisfaction and an increase in employee turnover can be caused by a lack of resources. Notwithstanding,

differences in asset allotment frequently bring about imbalances that adversely influence educators in under-resourced schools, featuring the requirement for designated arrangement mediations to guarantee impartial admittance to showing materials (Loeb, et al., 2005). In general, increasing the quantity and value of teaching and learning resources is essential for creating a supportive workplace and increasing job satisfaction among teachers. Provision of teaching and learning materials should be given a priority if high academic performance has to be realized. This is because teachers will be eager to go to class because they have materials to use (Benevene et al., 2021). Once educators are pleased with their job, they will voluntarily do their best. Therefore, improving the supply of teaching and learning materials is a relevant policy option.

A study by Akinyemi (1995) revealed that performance of Nigeria students was generally poor because of various factors including teaching aids. Learning becomes very abstract when there were little resources available, yet sufficient resources can boost teacher effectiveness, performance, and job satisfaction. In Uganda, Kenneth and Ssesanga (2024) examined teacher learning resources and how it impacted job satisfaction in primary schools that are private. The study had been conducted in Kampala district. It had been established that teacher learning resources enhances their job satisfaction. A study was done by Odisa (2022) on teachers job satisfaction determinants. Although, not all the schools had sufficient instructional resources and therefore the level of satisfaction varied across all the respondents who participated in this study. Teachers revealed that availability of physical resources, human resources and financial resources all enhance teachers' job

satisfaction. This study sought to determine how these resources affects teachers' job satisfaction.

2.5 Physical Working Conditions and Teacher Job Satisfaction

Physical working conditions in schools, including classroom size, lighting, temperature, and overall school infrastructure (Ekpoh, 2018). Poor working conditions can lead to discomfort, stress, and health issues, all of which detract from job satisfaction. Research by Buckley, Schneider, and Shang (2005) highlights the importance of a well-maintained physical environment in promoting teacher satisfaction. Teachers who work in clean, safe, and adequately equipped classrooms generally feel valued and satisfied with their jobs. Furthermore, the physical environment can also impact teachers' ability to effectively manage their classrooms and deliver quality instruction, further influencing their job satisfaction (Buckley, et al., 2005).

In the United States of America, Admiraal (2023) researched on the working conditions of the teachers and how in influenced their job satisfaction. The study setting was both primary and secondary schools. Teachers revealed that higher satisfaction levels existed among teachers who happened to be young and their experience levels were low. However, teachers who happened to be older and had many years of experience expected a slightly low level of satisfaction. To sum it up all, the study established that physical working conditions were a significant determinant of teachers' job satisfaction. In US, Ford, et al. (2018) researched on teacher's job satisfaction. However, their focus was not on how physical working conditions influenced teacher's job satisfaction which was the focus of the current study. In their study, it was

established that majority of the teachers level of job satisfaction was low. Among the reasons provided, physical working conditions were not among them. The current study sought to determine the influence of physical working conditions on teacher's job satisfaction in public secondary schools. The study sought to determine how classroom size, lighting and cleanliness affected teacher's job satisfaction in public secondary schools.

In Nigeria, Ekpoh (2018) studied physical working environment and how it influences teachers' job satisfaction. The study wanted to know how physical working environment was a precursor for delivery of service in an effective manner. As much as not all public schools had adequate accommodation among others, the respondents revealed that teachers' prefer a working environment that is good. It helps to enhance teachers' job satisfaction. Teachers who need to enhance their job satisfaction worry about adequacy of facilities which characterize the physical working environment of a school (Shonje, 2016).

In Kenya, Tallam, et al. (2023) examined how work environment influence teachers job satisfaction. The study had been conducted in Nairobi West Sub County. The study established that work environment is a determinant of teachers' job satisfaction. Teachers' prefer a work environment that is conducive. The classroom should be of good size and should be both clean and have lighting that is good as well. However, not all the public schools in the sub county had good work environment. A good working environment is characterized with classrooms and other buildings which have good ventilation. The work environment should also be clean and all the needed tools and

equipment should be available. Availability of all these aspects enhances teachers' job satisfaction.

In Isiolo Sub County in Kenya, Okatch (2022) examined teacher's job satisfaction in public secondary schools. Study findings revealed that teacher's job satisfaction levels were low. Majority of the teachers stated that they were satisfied with the kind of job they do. Among the factor cited were poor leadership and lack of resources. Working conditions that include lighting was not among the factor listed in their study which this study sought to incorporate and therefore address the knowledge gap. It was important for a study to be conducted to determine among other factors, how lighting influenced teachers' job satisfaction. In Uasin Gishu County, the studies that exist on teacher's job satisfaction were few and yet teacher's job satisfaction is importance to the academic success of students. The current study went a notch higher to determine how physical working conditions influenced teacher's job satisfaction. This was important in addressing the knowledge gap that exists on the subject matter in the study area. Conducting this study helped to reveal the status of teachers job satisfaction levels in Kesses Sub County.

2.6 Theoretical Framework

The study was anchored on the Herzberg two factor theory founded by Gawel (1997). The theory asserts that introducing the two-factor theory helps understand people's attitudes regarding their jobs. The first component of the two-factor theory, referred to as "hygiene", includes working environment, pay, supervision, business policy, and interpersonal relationships. In the meantime, components like accountability, acknowledgement, advancement, success, and the task itself are included in the second section of the theory,

which is referred to as motivators (Gawel, 1997). In the context of this study, a good school environment is deemed to be motivator that is linked to enhancement of teachers' job satisfaction.

The concept's specified elements were applied to mitigate the predicament faced by Kesses Sub County, Uasin Gishu County, public secondary school teachers. These characteristics provided a general picture of the obstacles to job satisfaction faced by public secondary school teachers, which served as the foundation for data collection. In the context of this study, it was evident from this theory that working environment which include school environment is a determinant of job satisfaction. When the school environment is conducive, it is anticipated that job satisfaction should be enhanced.

2.7 Conceptual Framework

This study's conceptual framework was utilized to show how various aspects relate to teacher job satisfaction.

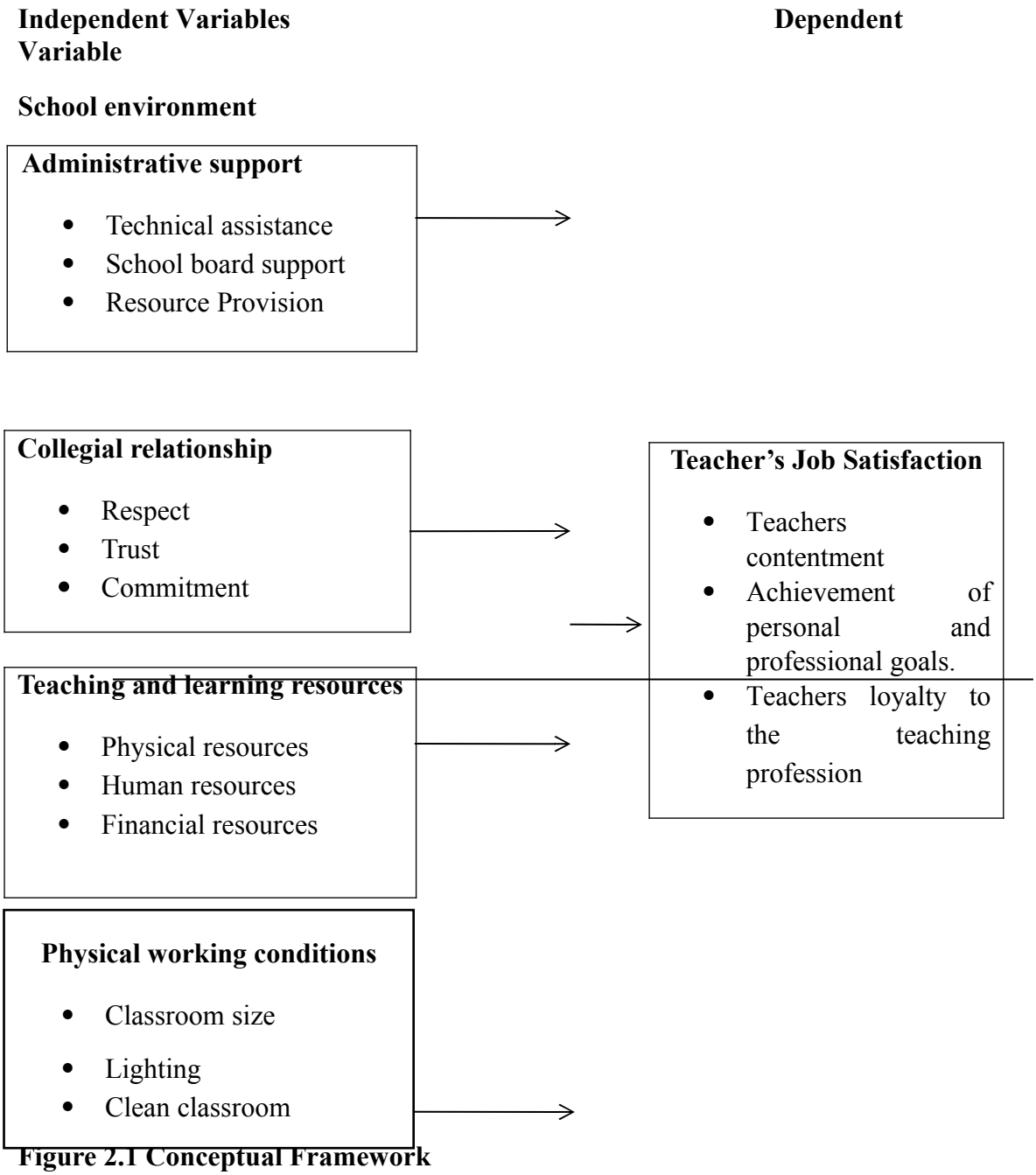


Figure 2.1 Conceptual Framework

Source: Researcher, 2024

In figure 2.1, the independent variable is school environment while the dependent variable is teacher's job satisfaction. The indicators of school

environment include; administrative support, collegial relationship, teaching and learning resources and physical working conditions. The indicators of teacher job satisfaction adopted in the study are; teachers contentment, achievement of personal and professional goals and teachers loyalty to the teaching profession. The direction of the arrows showed that school environment and its indicators adopted in the study enhance teacher's job satisfaction.

2.8 Summary of Literature Reviewed

Literature concerning job satisfaction of teachers and how it has been affected by availability and sufficiency of teaching and learning materials, collegial relationship, physical working conditions and administrative support has been reviewed. Most of the literature reviewed is from foreign countries; studies on the same from Kenya are limited. This study therefore, sought to fill this gap. Most studies conducted especially on Leadership styles in schools and how it plays a very critical role in teacher's job satisfaction among primary schools. Others have been conducted in tertiary institutions of learning which all presented contextual gaps. However, this study intended to assess school environment as a determinant of teachers' job satisfaction. This was important in enhancement of existing body of literature on school environment and teachers' job satisfaction.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covers the topics presented below;

3.2 Research Design

An ex post facto research design was ideal for investigating how the school environment influences teacher job satisfaction without manipulating variables. It can be used to analyze a cause based on a certain effect studied (Gupta & Gupta, 2022). Its adoption in this study is because the research design is associated with analysis of a research on the basis of opinion and then arrives at a good decision (Patel & Patel, 2019). In this design, the researcher examines existing data to explore relationships between the school environment and job satisfaction. The independent variable was the school environment, encompassing factors such as physical infrastructure, administrative support, student behavior, and resources, while the dependent variable was teacher job satisfaction, including aspects like morale and overall commitment. Teachers from various schools, representing different environments such as urban vs. rural and public were selected for the study, possibly through purposive or stratified sampling. Data was collected from existing sources like surveys, performance reviews, or school records. The researcher sought to determine whether aspects of the school environment serve as significant determinants of teacher job satisfaction.

3.3 Target Population

Target population is a group of individuals or subjects who have comparable or shared traits (Cooper & Schindler, 2013). Teachers and principals made-up the target group in this regard. As of 2021, Kesses Sub-County had 35 public secondary schools (Uasin-Gishu Education Office 2021). This research study targeted a total of 38 principals and 985 teachers, from the 38 public secondary schools in the sub county and 1 sub-county director of education from the sub-county. This research was carried out in Kesses Sub County which is found in Uasin Gishu County, Kenya. The Kesses Sub County in Kenya's Uasin Gishu County was the site of this study. Uasin Gishu County is 330 kilometres northwest of Nairobi in the Kenyan Rift Valley. In connection to learning, Uasin Gishu County has a variety of both essential and advanced institutions of learning. The county has a number of colleges and universities. Uasin Gishu County has 166 public secondary schools, with Kesses Sub County having 38.

Table 3.1: Target Population

Population Cluster	**Target population**
Principals	38
Teachers	3627
Sub County Director	1
Totals	**3666**

Source: Uasin Gishu Education Office, (2024)

3.4 Sample Size and Sampling Procedures

They were as under;

3.4.1 Sample Size

The number of schools to be selected as sample were determined using Yamane (1967) formula whereby 10-30% of the population is appropriate for a sample.

n=N/1+Ne2

Where:

- **n** = Sample size
- **N** = Population size
- **e** = Margin of error (e.g., 0.05 for 5%)

Using the formula, the researcher decided to work with the upper limit of 30% and therefore the number of schools to be sampled was 11. Table 3.2 displays the distribution and selection of the sample.

Table 3.2: Distribution of the Sample

Population Category / Strata	**No. of schools**	**Sample**	**Percentage**
Principals	38	34	30%
Teachers	3627	284	10%
Sub County Director	1	1	100%
Totals	**3666**	**319**	

Source: Researcher, (2024)

3.4.2 Sampling Procedures

A complete list of all the sampling units from which a sample might be chosen is known as the sampling frame (Mukherjee, 2019). Using a stratified random sample technique, the schools were categorized and chosen based on four

levels: sub-county, county, extra-county, and national. In stratified sampling, the entire population was split into smaller divisions (based on geographic or other boundaries) and randomly chosen to be included in the study sample, according to Garg (2016). The study used stratified random sampling where the respondents were grouped into principals and teachers. As is the case in this work, Nayak and Singh (2021) advise using stratified random sampling when dealing with heterogeneous groups. Purposive sampling was used in the selection of the principals and teachers. The method was suitable in light of the various school classifications. According to Ørngreen and Levinsen (2017), purposive sampling focuses on sampling strategies in which the units under investigation are chosen based on the judgment of those who possess the necessary knowledge for the researcher, as is the case with the respondents. The sub county director was selected using purposive sampling technique.

3.5 Data Collection Instruments

A researcher should employ techniques with high precision, applicability, and explanatory capacity while requiring the least administrative ease and management (Gupta & Gupta, 2022). This study gathered information using observation, interview guidelines, and a questionnaire. The study objectives served as a guide for the researcher as they build these instruments. Each of the data collection tools was covered in the following section.

3.5.1 Questionnaire for Teachers

The questionnaires were used as they are reasonably priced, allow respondents to express themselves in their own words without the interviewer's bias, and allow them enough time to provide thoughtful answers. Only the teachers

received these questions. Three sections, including one for demographic data, comprised these surveys. Specific objectives were addressed in the development of the questionnaires. Section 'A' of the entire questionnaire delt with demographic characteristics. Section 'B' delt with administrative support, collegial relationship, availability of teaching and learning resources and physical working conditions. Section 'C' had open ended questions focusing on reasons why teachers are leaving the teaching profession and ways in which teacher's job satisfaction could be enhanced. The questionnaires were administered to the teachers.

3.5.2 Interview schedules for Principals & Sub-County director of Education

Interviews can be tailored to meet the specific needs of the scenario; they can be used to establish trust, show empathy, gather rich data, and give a comprehensive picture of the respondents' perspectives. The study employed interview guides as they provide a means of obtaining comprehensive data by guaranteeing a high response rate and promoting naturalness. This helped to ensure that more data is acquired in addition to notes. The Sub County director and the principals of particular public secondary schools were interviewed. The interview guide gathered data on the administrative support, accessibility of teaching and learning resources, collegial relationship, physical working conditions and teachers' job satisfaction.

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity

Validity is how far a research tool is able to measure what it should. According to Creswell (2013), validity evaluation should be done using various techniques. He recommended that the researcher employ a minimum of two strategies. The items were developed based on the problem under study to ensure relevance and consistency. To ensure the study's goals and content reflect the whole set of objects to be examined, the researcher examined them. This kind of validity is referred to as content validity and the researcher consulted colleagues and supervisors in the Department of Educational management planning and curriculum studies for professional assistance. The study ensured the questions are clear, concise, concrete, correct and complete in form and content. Additionally, the instrument had a manageable page count.

3.6.2 Reliability

Reliability measures how well a research tool produces consistent data or outcomes over multiple trials (Patel & Patel, 2019). In two schools in the nearby Nandi County, a pilot study was carried out to determine the dependability of the research equipment. There was a test-retest methodology used. Approximately thirty instructors from two Nandi County schools received the questionnaire; the same responders received it again two weeks later. Cronbach alpha co-efficient results were presented in Table 3.3.

Table 3.3: Reliability Analysis of Each Variable

Item	No. of items	Cronbach's alpha	Comments
Administrative support	6	0.7800	Reliable
Collegial relationship	6	0.7800	Reliable
Teaching and learning resources	7	0.7710	Reliable
Physical working conditions	6	0.7111	Reliable
Job satisfaction	5	0.7123	Reliable

The results in Table 3.3 show Cronbach's alpha coefficients for administrative support, teaching and learning resources, collegial relationship, physical working conditions and job satisfaction were above 0.7, implying that they are reliable and therefore further analysis could be done. This was done to ensure that the results of the study, conclusions and recommendations could be relied upon as applicable to other study settings.

3.7 Data Collection Procedures

The researcher requested an introduction letter from the School of Education at Koitaleel Samoei University to acquaint themselves with the respondents and pertinent authorities. A research permit was gotten from NACOSTI. After that, the researcher scheduled a time to conduct the study with the principals of the 11 schools. Additionally, the researcher and the Sub County administrators decided on a convenient time to conduct the interviews. The researcher then interviewed the Sub County directors at the best time for them. The researcher asked the administration for permission to distribute the questionnaire on the day that it was given to the principals of the schools. The researcher used the data-gathering tools in person. Early appointments and other arrangements were made to guarantee that the responders are available. The plan for data collection ensured that the exercise was conducted nonstop for two weeks.

3.8 Data Analysis Techniques

The collected data was coded to facilitate analysis. After that, both qualitative and quantitative analysis techniques were applied and SPSS Version 20.0 facilitated the analysis. To provide descriptive data, frequency counts of the responses was acquired in tables and graphs. The frequency distribution, percentages, means, and standard deviations are among the descriptive statistics that was calculated. Regression analysis helped in the testing of hypotheses adopted in this study which was to lead to either rejection or failure to reject and subsequently inform the conclusion made in this study. Data analysis was comprehensive as presented in chapter four. The assumptions of

regression model were done in the study before the actual regression analysis was conducted. All the results were presented either using tables or figures.

3.9 Ethical Considerations

According to Kombo and Tromp (2006), researchers that study humans or animals need to think critically about how they conduct their research and the ethical implications of doing so. Therefore, it was essential to consider ethical concerns like responsibility, secrecy, informed consent, honesty, and sincerity when interacting with research subjects and other researchers, providing physical and psychological protection, outlining the study's goal, and "de-briefing" subjects afterwards. Participants' rights in this study were upheld at all costs. They won't be forced to take part in the study; instead, the idea of voluntary engagement was promoted.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter is on the topic above and the findings were presented using tables and interpretations as well as discussions provided as under;

4.2 Response rate on returned questionnaires

Response rate is the total number of people who participate in a study out of the sample size (Gupta & Gupta, 2022). It is provided in this study because it helps to determine respondents' participation level in research. The response rate should not be low as it has an adverse effect on validity of the results provided in a study and it also affects inferences made in a study (Pandey & Pandey, 2021). Results were as under;

Table 4.1: Response rate

Response rate	Frequency	Percent
Responded	218	76.8
Not responded	66	23.2
Total	**284**	**100.0**

Out of the total respondents, 76.8% completely filled the questionnaires. According to Kothari and Garg (2014), the response rate sufficient for data analysis should be 60% or above. In this study, a response rate of 76.8% was deemed good for further analysis.

4.3 Background information of the respondents

Respondent's bio data was provided in this study because it helps the reader to be able to understand the research problem. The respondents' bio-data included sex, age, professional qualification, specialization and teaching experience in public secondary school. Other aspects included distribution of respondents by location and type of school. Results on the bio-data was presented below; on distribution of respondents by sex which had been operationalized using male and female, the findings were as follows;

Table 4.2: Distribution of respondents by sex

Statements	Frequency	Percent
Male	138	63.3
Female	80	36.7
Total	218	100.0

Out of the total respondents, 63.3% were male and 36.7% female. Both genders participated in the study which helped to enhance research quality. On age, findings were as under;

Table 4.3: Age

Statements	Frequency	Percent
Below 30 years	60	27.5
31-40 years	106	37.6
41-50 years	33	15.1
51-60 years	19	8.7
Above 60 years	0	0.0
Total	**218**	**100.0**

The results revealed that majority of respondents 37.6% age group was between 31 and 40 years while the least 0.0% was above 60 years. The respondents' age differed and hence information they provided differed which led to results betterment. Another area of interest was professional qualifications and results were as under;

Table 4.4: Professional qualifications

Statements	**Frequency**	**percent**
Bachelors' degree	125	57.3
Master's degree	73	33.5
Phd	3	1.4
Others (specify)	17	7.8
Total	**218**	**100.0**

Out of the total respondents, 57.3% had a bachelors' degree, 33.5% master's degree, 1.4% had PhD while 7.8% had other qualifications which include post-graduate diploma in education among others. In regards to specialization, the study results were as under;

Table 4.5: Specialization

Statements	Frequency	Percent
English/literature	5	2.3
Math/chemistry	18	8.3
Bio/Agriculture	7	3.2
Bio/chemistry	8	3.7
Math/chemistry	14	6.4
Math/physics	12	5.5
Physics/chemistry	12	5.5
Kis/history	12	5.5
History/CRE	12	5.5
Kis/Geography	12	5.5
Home science/Bio	12	5.5
Math/computer	12	5.5
Maths/business	12	5.5
Geo/Business	12	5.5
Home science/Kiswahili	17	7.8
Computer/Business	41	18.8
Total	**218**	**100.0**

Out of the total respondents, 2.3% taught English/literature, 8.3% math/chemistry, 3.2% biology/ agriculture, 3.7% biology/chemistry and 6.4% math/chemistry. The results also revealed that 5.5% of the teacher's taught math/physics, 5.5% physics/chemistry, 5.5% Kiswahili/history, 5.5% history/CRE, 5.5% Kiswahili/geography and 5.5% home science/biology. Out of the total respondents, 5.5% taught math/computer, 5.5% math/business,

5.5% geography/business, 7.8% home science/Kiswahili and 18.8% computer/business. On teaching experience, results were presented below;

Table 4.6: Teaching experience in public secondary school

	Frequency	Percent
1-5 years	111	50.9
6-10 years	107	49.1
Total	**218**	**100.0**

Approximately, 50.9% of the study participants had worked as teachers for a period of 1 & 5 years while 49.1% for between 6 & 10 years. In regards to where the schools were set-up, findings were as under;

Table 4.7: Location

	Frequency	Percent
Urban set-up	106	48.6
Rural set-up	112	51.4
Total	**218**	**100.0**

A total of 51.4% of the respondents revealed that the public secondary schools were located in rural set-up while 48.6% urban set-up. The schools were located in different set-ups and hence diversity of opinions was enhanced and hence the quality of the study improved. The results were as under;

Table 4.7: Type of school

	Frequency	Percent
Day	84	38.5
Boarding	97	44.5

Mixed boarding and day	37	17.0
Total	**218**	**100.0**

Out of the total secondary schools, 38.5% were day public secondary schools, 44.5% boarding public secondary schools and 17.0% mixed boarding and day public secondary schools. The schools were of different type and therefore diversity of opinions was enhanced which improved the quality of the study.

4.4 Administrative support and Teacher Job Satisfaction

The study's interest was if administration was accessible to everyone in school, the administration involves teachers and other employees in decision making in school, Teachers and other employees in school are comfortable with how the principal runs the affairs of the school, the administrative style of leadership enables and encourages each one to work optimally and whether the respondents were satisfied with the administrative leadership style. Findings were as under;

Table 4.8: Teachers opinions on Administrative Leadership Style

Statements		Dissatisfied	Neutral	Satisfied	Mean	Std. Dev.
The administration is accessible to everyone in school.	F	41	29	148	2.4908	.79306
	%	18.8	13.3	67.9		
The administration involves teachers and other employees in decision making in school.	F	48	83	87	2.1606	.76013
	%	22.0	38.1	39.9		
Teachers and other employees in school are comfortable with how the principal runs the affairs of the school.	F	18	67	133	2.5275	.64521
	%	8.3	30.7	61.0		
The administrative style of leadership enables and encourages each one to work optimally.	F	36	60	122	2.3945	.75615
	%	16.5	27.5	56.0		
I am satisfied with the administrative leadership style.	F	66	71	81	2.0688	.82016
	%	30.3	32.6	37.2		

In regards to whether the administration is accessible to everyone in school, 18.8% were dissatisfied, 13.3% undecided and 67.9% satisfied. The statement that the administration was accessible to everyone in school further affected the satisfaction of teachers. Mean was 2.4908 and a variation in responses of 0.79306. Darling-Hammond (2000) also found that administration accessibility

to everyone in schools affects teacher job satisfaction. On whether the administration involves teachers and other employees in decision making in school, 22% were dissatisfied, 38.1% were neutral and 39.9% were satisfied. The statement was further established to enhance fulfillment of instructors. The mean was 2.1606 & std. dev. was 0.76013. The study concurs with that of Kavanaugh and Ninemeier (2001) that administration involvement of teachers and other employees in decision making in schools affects teacher job satisfaction.

On whether teachers and other employees in school are comfortable with how the principal runs the affairs of the school, 8.3% were dissatisfied, 30.7% neutral while 61.0% satisfied. When teachers and other employees in school are comfortable with how the principal runs the affairs of the school, it affects teacher job fulfillment. Kimathi (2018) also found that when instructors and other employees in school are comfortable with how the principal runs the affairs of the school, it affects teacher job satisfaction. On whether the administrative support enables and encourages each one to work optimally, 16.5% were dissatisfied, 27.5% neutral and 56.0% satisfied. The administrative style of leadership enabling and encouraging each one to work optimally was found to affect fulfillment of instructors at work. The study concurs with that of Wood (2005) that the administrative style of leadership enabling and encouraging each one to work optimally affects teacher job satisfaction. In regards to whether the teachers were satisfied with the administrative leadership style, 30.3% were dissatisfied, 32.6% neutral and 37.2% satisfied. Teachers' satisfaction with the administrative leadership style was further found to affect instructors' work fulfillments. Robbins (2007) also established

that teachers' satisfaction with administrative leadership style affects' teacher job satisfaction. The sub-county director interviewed revealed that:

> The various ways the administration influences teachers' job satisfaction includes through the support that the principals offer teachers for their personal development, involvement of teachers in the school administration, use of non-monetary incentives and creation of a good working environment.

The principals interviewed opined that;

> Transformational leadership is the most appropriate for teachers so as to enhance job satisfaction. This is because this type of leadership style is associated with change as well as transformation (P#1). Transformational leaders help to inspire others to be able to achieve more and therefore it is possible to enhance their potential (P#24). The use of transformational leadership style has helped to enhance teachers' job satisfaction in schools as they fill inspired and hence their potential to achieve more keeps on being enhanced (P#13). Their existed cases where teachers had exited the school due to our shortcomings as far as leadership is concerned. This happened due to failure to listen to the teachers when they raised their concerns but upon listening to the issues, they raised employee turnover went down (P#29). We plan to listen to issues raised by teachers all the times to enhance their level of job satisfaction (P#34). Teachers sometimes undergo stress and listening to them as well as addressing their concerns helps to enhance job satisfaction (P#9).

4.5 Collegial relationship on Teacher Job Satisfaction

Findings were as under;

Table 4.9: Perception of Teachers on collegial relationships

Statements		Dissatisfied	Neutral	Satisfied	Mean	Std. Dev.
We respect each other at the school.	F	60	89	69	2.0413	.76991
	%	27.5	40.8	31.7		
We trust each other at the school.	F	72	103	43	1.8670	.71566
	%	33.0	47.2	19.7		
Trusting each other has helped to improve how we	F	68	103	47	1.9037	.72155

relate with one another at the school.						
	%	31.2	47.2	21.6		
Our relationships at school are built on mutual trust.	F	49	86	83	2.1560	.76411
	%	22.5	39.4	38.1		
We are committed to one another at the school.	F	56	103	59	2.0138	.72785
	%	25.7	47.2	27.1		
How we relate with our colleagues is influenced by our level of commitment to one another.	F	63	108	47	1.9266	.70817
	%	28.9	49.5	21.6		

A total of 27.5% held contrary opinion on the statement that they respect each other at the school, 40.8% were undecided and 31.7% were satisfied. Respecting each other at the school was further established to affect with a mean of 2.0413 and a std. dev. of 0.76991. Benevene et al. (2020) also found that respecting each other at the school affects teachers job satisfaction. On whether the teachers trust each other at the school, 33.0% were dissatisfied with the statement, 47.2% were undecided and 19.7% were satisfied. Respecting each other at the school was further established to affect work fulfilment. The study agrees with that of Akinyemi (1995) that respecting each other at the schools affects teachers' job satisfaction.

On whether trusting each other has helped to improve how teachers relate with one another at the school, 31.2% were dissatisfied with the statement, 47.2%

neutral while 21.6% were satisfied with the statement. Trusting each had helped to improve how teachers relate with one another at the school which subsequently was found to affect work fulfillment. The study concurs with that of Sweetheart-Hammond et al. (2005) that trusting each other helps to improve how teachers relate with one another at the schools which subsequently was found to affect job satisfaction. On whether teacher relationships at school are built on mutual trust, 22.5% were dissatisfied, 39.4% were neutral while 38.1% were satisfied. Teacher relationships at school being built on mutual trust was further established to affect work fulfillment. Buckley et al. (2005) also established that a teacher relationship at schools that is built on mutual trust affects teachers job satisfaction.

On whether teachers are committed to one another at the school, 25.7% were dissatisfied, 47.2% neutral while 27.1% were satisfied with the statement. Teachers are committed to one another at the school was further established to affect work fulfillment. Omar et al. (2020) also established that teachers who are committed to one another at the schools affect their job satisfaction. On whether how teachers relate with their colleagues is influenced by our level of commitment to one another, 28.9% were dissatisfied, 49.5% neutral and 21.6% were dissatisfied with the statement. How teachers relate with their colleagues that is influenced by their level of commitment to one another was further established to affect job satisfaction. Findings are in agreement with that of Homana (2006) that how teachers relate with their colleagues that is influence by their level of commitment to one another affects their job satisfaction. The sub-county director interviewed revealed that;

Collegial relationships are important in enhancement of teachers' job satisfaction. The various ways in which collegial relationship can enhance teacher job satisfaction include respect, trust and commitment.

The principals interviewed revealed that;

> Majority of the teachers have good working relationship amongst themselves at the school. Teamwork is evident among the teachers and their level of commitment towards each other keeps on improving from time to time (P#18). Teachers help us in providing suggestions on matters that arise in the school that requires various decisions to be made (P#3). We involve them in decision making and are always willing to provide take on more responsibilities when assigned (P#7). We collaborate with other teachers on lesson planning or student activities every term (P#11). In the previous few years' teamwork with colleagues led to improvement in the performance of KCSE exams (P#24). We are always open and comfortable communicating with our colleagues about challenges that we undergo during teaching in the schools which helps to lessen the burden of too much responsibilities on our side (P#31).

4.6 Teaching and Learning Materials and Job Satisfaction

The results were as shown in Table 4.10;

Table 4.10: Perception of Teachers on Availability of Teaching and Learning Materials

Statement		Dissatisfied	Neutral	Satisfied	Mean	Std. Dev.
Required teaching and learning materials are available in school.	F	29	116	73	2.2018	.65507
	%	13.3	53.2	33.5		
Teaching and learning materials required are available to both the teacher and the learner.	F	42	91	85	2.1972	.73903
	%	19.3	41.7	39.0		
The school avail teaching and learning materials on time when requested.	F	60	89	69	2.0413	.76991
	%	27.5	40.8	31.7		
There are sufficient teaching and learning materials in school.	F	72	103	43	1.8670	.71566
	%	33.0	47.2	19.7		
Teaching and learning materials make teaching easy.	F	68	103	47	1.9037	.72155
	%	31.2	47.2	21.6		
Teaching and learning materials improve the academic performance of the	F	49	86	83	2.1560	.76411

school.

	%	22.5	39.4	38.1		
I am satisfied with my job because of sufficiency of teaching and learning materials.	F	56	59	103	2.0138	.72785
	%	25.7	27.1	I 47.2		

On the first statement above, 13.3% were dissatisfied, 53.2% neutral and 33.5% satisfied. Availability of instructing materials was further found to affect teacher work fulfillment. The study agrees with that of Hattie (2009) that instructional materials existence affects instructors work fulfilment. In regards to whether teaching and learning materials required are available to both the teacher and the learner, 19.3% were dissatisfied, 41.7% neutral while 39% were satisfied. The statement further established to affect teachers' job satisfaction with a mean of 2.1972 and a std dev. of 0.73903. The study by Benevene et al. (2020) also found similar results as shown above. On whether the school avail teaching and learning materials on time when requested, 27.5% were dissatisfied, 40.8% neutral while 31.7% satisfied. School availing of teaching and learning materials on time when requested was further established to affect job satisfaction. The study concurs with that of Akinyemi (1995) who found results that are similar.

On whether sufficient study and instructional materials exist in school, 33.0% were dissatisfied, 47.2% neutral while 19.7% were satisfied. Their existence was further established to affect work fulfillment. Robbins (2007) also found similar results. In regards to whether teaching and learning materials make teaching easy, 31.2% were dissatisfied, 47.2% neutral and 21.6% were

satisfied. Teaching and learning materials that makes teaching easy was further established to affect job satisfied with a mean of 1.9037 and a std dev. of 0.72155. The study agrees with that of Kimathi (2018) that teaching and learning materials that makes teaching easy enhances teachers' job satisfaction.

In regards to whether study and instructional materials better institutions score in performance, 22.5% were dissatisfied with the statement, 39.4% were undecided and 38.1% were satisfied. Teaching and learning materials that improves academic performance of the school was further established to affect work fulfillment. The study is in agreement with that of Robbins (2007) on the same subject matter. On whether the respondents were satisfied with my job because of sufficiency of teaching and learning materials, 25.7% were dissatisfied, 27.1% undecided and 47.2% satisfied. Satisfaction with job because of sufficiency of teaching and learning materials was further established to affect work fulfillment. The study by Kimathi (2018) also established that satisfaction with job because of sufficiency of teaching and learning materials affect teachers' job satisfaction. The sub-county director interviewed revealed that;

> Teacher learning resources have a significant influence on teacher job satisfaction. When sufficient physical resources, human resources and financial resources are available, they help to enhance teacher job satisfaction.

The principals interviewed revealed that;

> The teaching and learning resources available in the school include textbooks and novels, digital learning resources, lectures, speeches and objects and artefacts (P#5). Teaching and learning resources were not adequate for teachers and students (P#26). Lack of adequate teaching and learning resources had discouraged teachers job satisfaction to a great level (P#8). Teacher job satisfaction has a significant influence on performance of teachers (P#12). It contributes to enhancement of

commitment level which translates into improvement in the overall performance of the students (P#19). Inadequate teaching and learning resources in the schools affect our teachers' job satisfaction (P#27).

4.7 Physical working conditions and Job Satisfaction

The findings were as under;

Table 4.11: Perception of Teachers on working conditions

Statement		Dissatisfied	Neutral	Satisfied	Mean	Std. Dev.
I work within the working hours.	F	29	73	116	2.2018	.65507
	%	13.3	33.5	53.2		
The workload is within the employer's guidelines.	F	42	85	91	2.1972	.73903
	%	19.3	39.0	41.7		
The number of students I handle in class is manageable.	F	60	69	89	2.0413	.76991
	%	27.5	31.7	40.8		
The time allocated per lesson is as per the required standard.	F	72	43	103	1.8670	.71566
	%	33.0	19.7	47.2		
The workload is in conformity with the pay.	F	68	47	103	1.9037	.72155
	%	31.2	21.6	47.2		
The work assigned exceeds what can be handled within the stated period.	F	49	86	83	2.1560	.76411
	%	22.5	39.4	38.1		
The non-teaching responsibilities are within my abilities.	F	56	59	103	1.9266	.70817

	%	25.7	27.1	47.2		
There is enough time for carrying out non-teaching responsibilities.	F	47	68	103	2.1468	.78377
	%	21.6	31.2	47.2		
There is enough time to mark learners' assignments.	F	56	103	59	2.0138	.72785
	%	25.7	47.2	27.1		

On whether teachers work within the working hours, 13.3% were dissatisfied with the statement, 33.5% neutral while 53.2% satisfied. Teachers working within the working hours were further established to affect work fulfillment. Buckley et al. (2005) found teachers working within the working hours affects' their job satisfaction. On whether the workload is within the employer's guidelines, 19.3% were dissatisfied with the statement, 39.0% were undecided and 41.7% satisfied. The workload being within the employer's guidelines was further established to affect work fulfillment. The study by Kavanaugh and Ninemeier (2001) also established that the workload being within the employer's guidelines, affects teachers' job satisfaction. On the number of students teachers handle in class was manageable, 27.5% were dissatisfied, 31.7% neutral while 40.8% satisfied. The study concurs with that of Benevene et al. (2020) on the same subject matter.

In regards to whether each lesson time is as per what the standard stipulates, 33.0% were dissatisfied with the statement, 19.7% were neutral while 47.2% satisfied. The time allocated per lesson being as per the required standard was

further established to affect work fulfillment. The study by Loeb et al. (2005) also found similar results. In relation to whether the workload was in conformity with the pay, 31.2% were dissatisfied with the statement, 21.6% neutral and 47.2% were satisfied with the statement. The workload being in conformity with the pay was further established to affect work fulfillment. The study concurs with that of Buckley et al. (2005) that the aspect affects teachers' job satisfaction. In regards to whether work assigned exceeds what can be handled within the stated period, 22.5% were dissatisfied, 39.4% neutral while 38.1% were satisfied. Kavanaugh and Ninemeier (2001) also found similar results.

On whether the non-teaching responsibilities are within teachers' abilities, 25.7% were dissatisfied, 27.1% neutral while 47.2% were satisfied with the statement that non-teaching responsibilities are within teachers' abilities. The study by Akinyemi (1995) also revealed that when the non-teaching responsibilities are within teachers' abilities, it affects teachers' job satisfaction. On whether there was enough time for carrying out non-teaching responsibilities, 21.6% were dissatisfied with the statement, 31.2% undecided while 47.2% were satisfied. Benevene et al. (2020) found existence of enough time for carrying out non-teaching responsibilities, affects teachers' job satisfaction. On whether there was enough time to mark learners' assignments, 25.7% were dissatisfied with the statement, 47.2% were undecided while 27.1% satisfied. The statement was further established to affect teachers' job satisfaction. The study concurs with that of Hattie (2009) that having enough time to mark learners' assignments affects' teachers' job satisfaction. The sub-county director was interviewed to determine how physical working conditions

in public secondary school's influence teacher job satisfaction. The sub-county director interviewed revealed that;

> Classrooms of good size with good lighting systems which happen to improve instructors' work fulfillment.

The principal interviewed revealed that;

Not all the classrooms are in good physical condition as some have broken windows and toilets are not enough (P#4). When the school environment is clean, we feel more comfortable and we are able to teach in an effective manner (P#30). We are satisfied with our workload, including teaching hours, grading, and other responsibilities (P#2). We have enough time during the day to complete our tasks and therefore we able to deliver our core mandate within the required timelines (P#14). The teaching materials, technology, and resources provided by the schools are not sufficient to meet our needs and the size of the schools are manageable as well as the behaviour of the students (P#16).

4.8 Teachers' Job Satisfaction

Findings were as under;

Table 4.12: Perception of teachers on Job Satisfaction

Statement		Dissatisfied	Neutral	Satisfied	Mean	Std. Dev.
The attitude towards the job is positive.	F	54	61	103	2.0321	.72727
	%	24.8	28.0	47.2		
The present job offers psychological or physiological gratification.	F	12	87	119	2.4908	.60139
	%	5.5	39.9	54.6		
The present job fulfills the psychological and physiological needs.	F	17	164	37	2.0917	.49030
	%	7.8	75.2	17.0		
Job satisfaction means liking the job.	F	89	104	25	1.7064	.66239

	%	40.8	47.7	11.5		
Job satisfaction enhances the employee's performance and productivity.	F	24	50	144	2.1193	.57160
	%	11.0	22.9	66.1		

On whether the attitude towards the job was positive, 24.8% were dissatisfied with the statement, 28.0% were neutral while 47.2% satisfied. Their attitude towards the job was positive. Benevene et al. (2020) established that teacher's attitude towards the job was positive. In regards to whether the present job offers psychological or physiological gratification, a total of 5.5% were dissatisfied with the statement, 39.9% neutral while 54.6% satisfied. Many were in favour with the statement with a mean of 2.4908 and a std dev. of 0.60139. The study by Akinyemi (1995) also established that their present job offered psychological or physiological gratification.

In relation to whether the present job fulfills the psychological and physiological needs, 7.8% were dissatisfied with the statement, 75.2% neutral while 17.0% satisfied. Many were in favour of the statement with a mean of 2.0917 and a std dev. of 0.49030. Robbins (2007) also found similar results. On whether job satisfaction means liking the job, 40.8% were dissatisfied with the statement, 47.7% neutral while 11.5% were satisfied with the statement. Many supported the statement with a mean of 1.7064 and a std dev. of 0.66239. The study concurs with that of Wood (2005) that job satisfaction does not mean liking the job. On whether job satisfaction enhances the employee's performance and productivity, 11.0% were dissatisfied with the statement,

22.9% neutral while 66.1% were satisfied. The study concurs with that of Akinyemi (1995) that job satisfaction enhances the employee's performance and productivity.

4.9 Inferential statistics

Findings were as under;

4.9.1 Correlation analysis

The results were as under;

Table 4.13: Correlation analysis

n=218		Satisfaction	Administrative support	Collegial r/ship	Teaching & learning resources	Physical working conditions
Satisfaction	Pearson Correlation					
	Sig. (2-tailed)	1				
Administrative support	Pearson Correlation	.619**				
	Sig. (2-tailed)	.000	1			
Collegial r/ship	Pearson Correlation	.820**	.499**	1		
	Sig. (2-tailed)	.000	.001			
Teaching & Learning resources	Pearson Correlation	.777**	.650	.668**	1	
	Sig. (2-tailed)	.001	.000	.000		
Physical working conditions	Pearson Correlation	.615*	.812**	.716**	.835	1
	Sig. (2-tailed)	.000	.000	.001	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

In Table 4.13, administrative support was associated with teachers' job satisfaction in a positive manner (r=0.619, p=0.000). Darling-Hammond (2000) also found similar results. Collegial relationship was positive associated with teachers job satisfaction in a manner that is significant (r=0.820, p=0.000). Buckley et al. (2005) also found similar results. Teaching and learning resources was linearly associated with fulfillment of teachers at work (r=0.777, p=0.001). Benevene et al. (2020) also found similar results. Physical working conditions were positively associated with teachers work fulfillment (r=0.615, p=0.001). Robbins (2007) also found similar results.

4.9.2 Regression analysis

The assumptions tested in the study include linearity, normality, auto correlation, multi-collinearity and homoscedasticity. Linearity was tested by use of a scatter plot and results were as under;

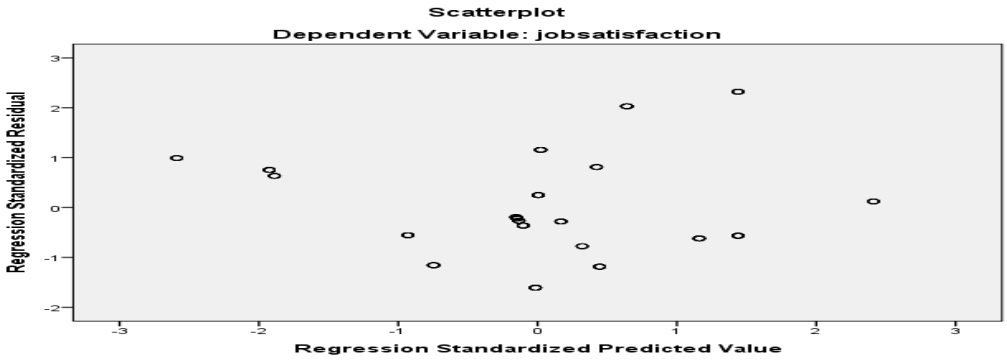


Figure 4.1: Linearity Test

The residuals were scattered in a random manner which indicates that the linearity assumption was met. The study used a histogram to test normality assumption as under;

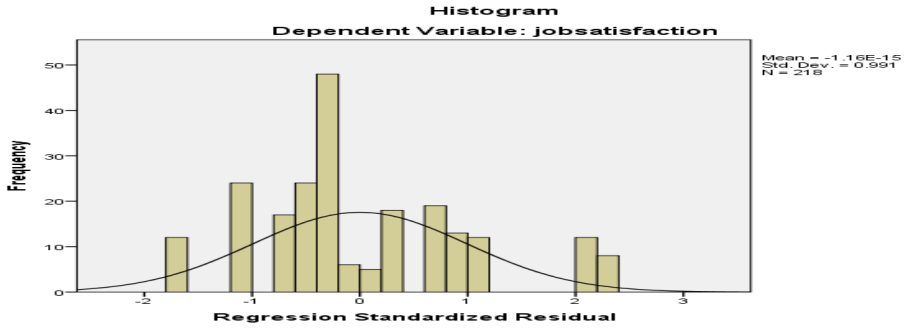


Figure 4.2: Test of Normality Assumption

Figure 4.2 showed that the histogram took a bell shape where more values were located near the center while other values that were few were located on the tails. Auto-correlation Assumption was tested using Durbin-Watson d test as under;

Table 4.14: Auto-correlation Assumption Test

Model	**Durbin-Watson**
1	2.348

In this study, value of d was 2.348 which more than 1.5 but less than 2.5 and therefore the assumption was met. This implied that in this study there was no auto-correlation of residuals. VIF was adopted to test multi-collinearity and the results were presented below;

Table 4.15: Variance Inflation Factor

Model		Collinearity statistics	
		Tolerance	VIF
	(Constant)		
1	Administrative support	.641	1.560
	Collegial relationship	.958	1.044
	Teaching and learning resources	.302	3.316
	Physical working conditions	.363	2.757

Multi-collinearity problems that are serious exist when a VIF that exceeds 10 is recorded. In this study, the VIF was less than 10 which implies that no serious multi-collinearity problems were detected. Homoscedasticity of residuals was tested using a scatter plot as under;

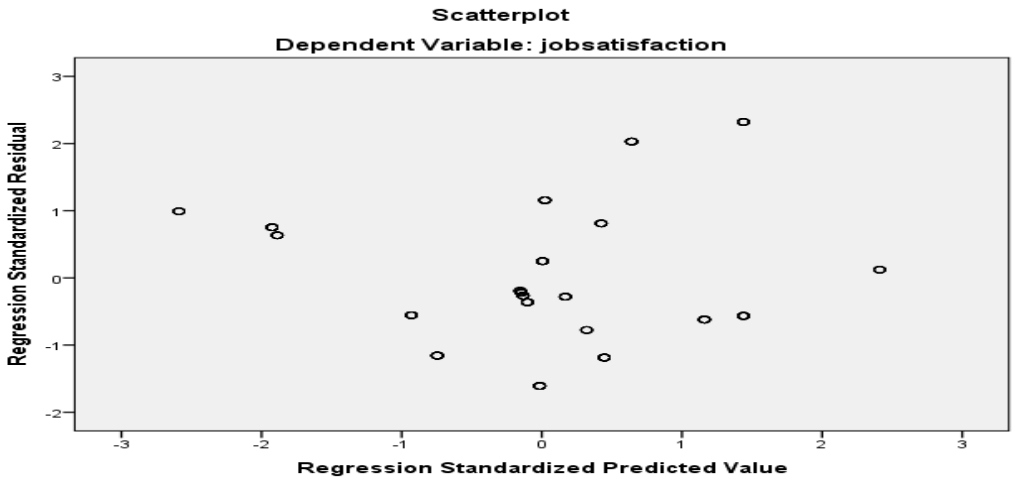


Figure 4.3: Homoscedasticity Test

Residuals in the scatter-plot above were not distributed in a manner that is triangular. This implied that the homoscedasticity assumption was met. All the assumptions were met and further analysis could be done. Regression analysis

was in terms of model summary, model of fitness test and regression co-efficient. The model summary results were as under;

Table 4.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957[a]	.915	.914	1.03903

a. Predictors: (Constant), administrative support, collegial relationship, teaching & learning resources, physical working conditions

In Table 4.16, the adjusted r square value was 0.914 and hence administrative support, collegial relationship, teaching and learning resources and physical working conditions explain 91.4% change in teachers' work fulfillment. Model fitness test was done using Analysis of Variance (ANOVA) as enlisted below;

Table 4.17: Model Fitness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2479.534	4	619.883	574.185	.000[b]
	Residual	229.952	213	1.080		
	Total	2709.486	217			

a. Dependent Variable: Teacher job satisfaction
b. Predictors: (Constant), administrative support, collegial relationship, teaching & learning resources, physical working conditions

The value of the F test was F (4, 213) = 574.185, $p<0.05$. It meant that the model was appropriate for the study as the p value was below 0.05. This implies that administrative support, collegial relationship, teaching & learning resources and physical working conditions can significantly affect teacher job satisfaction. The next results were presented in Table 4.18.

Table 4.18: Regression Co-efficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.969	.894		4.438	.000
	Administrative support	1.345	.066	.509	20.417	.000
	Collegial relationship	1.204	.034	.726	35.601	.000
	Teaching & learning resources	.147	.059	.090	2.479	.014
	Physical working conditions	.403	.060	.221	6.679	.000

a. Dependent Variable: Teacher job satisfaction

Regression model for the study was as follows;

$Y = 3.969 + 1.345X_1+1.204X_2+0.147X_3+0.403X_4$

Where;

Y=Teacher job satisfaction

X_1= Administrative support

X_2= Collegial relationship

X_3= Teaching and Learning resources

X_4= Physical working conditions

The results as per Table 4.18 reveal that administrative support enhances teacher job satisfaction (β=1.345, p=0.000). Improvement in administrative support by a unit is able to improve job satisfaction by 1.345 units when collegial relationship, teaching and learning resources and physical working conditions are held constant. Null hypothesis **(H_{01})** was rejected, which

implied that administrative support enhances teacher job satisfaction. Benevene et al. (2020) also found similar results. Collegial relationship improves teacher job satisfaction (β=1.204, p=0.000). Improvement in collegial relationship by a unit is able to improve job satisfaction by 1.204 units when administrative support, teaching and learning resources and physical working conditions are held constant. Null hypothesis **(H_{02})** was rejected. Kavanaugh and Ninemeier (2001) also found similar results.

Teaching and learning resources improve teacher job satisfaction (β=0.147, p=0.000). Improvement in teaching and learning resources by a unit improves job satisfaction by 0.147 units when administrative support, collegial relationship and physical working conditions are held constant. Null hypothesis **(H_{03})** was rejected. Buckley, et al. (2005) also found similar results. Physical working conditions improve teacher job satisfaction (β=0.143, p=0.000). Improvement in teaching and learning resources by a unit is able to improve job satisfaction by 0.143 units when administrative support, collegial relationship and teaching and learning resources are held constant. Null hypothesis **(H_{04})** was rejected and Buckley, et al. (2005) also found similar results.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter information enlisted below;

5.2 Summary of Findings

5.2.1 Administrative Support and Teacher Job Satisfaction

On the first objective the results revealed that administration that is accessible to everyone in school further affected teacher job satisfaction. Administration support in school was further established to affect teacher job satisfaction. When teachers and other employees in school are comfortable with how the principal runs the affairs of the school, it affects teacher job satisfaction. The administrative style of leadership enabling and encouraging each one to work optimally was found to affect teacher job satisfaction. Teachers' satisfaction with the administrative leadership style was further found to affect teacher job satisfaction. Correlation results revealed that administrative support enhances teachers' job satisfaction ($r=0.619$, $p=0.000$). Regression results revealed that administrative support has a significant positive effect on teacher job satisfaction ($\beta=1.345$, $p=0.000$).

5.2.2 Collegial Relationship and Job Satisfaction

On the second objective, the study established that respecting each other at the school was further established to affect work fulfillment. Trusting each had helped to improve how teachers relate with one another at the school which subsequently was found to affect job satisfaction. Teacher relationships at school being built on mutual trust was further established to affect job

satisfaction. Teachers are committed to one another at the school was further established to affect job satisfaction. How teachers relate with their colleagues being influenced by their level of commitment to one another was further established to affect job satisfaction. Correlation results revealed that collegial relationship improves teachers job satisfaction ($r=0.820$, $p=0.000$). Regression results revealed that collegial relationship has a significant positive effect on teacher job satisfaction ($\beta=1.204$, $p=0.000$).

5.2.3 Teaching and Learning Resources and Job Satisfaction

On third objective, instructional materials were found to affect teacher job satisfaction. School availing of teaching and learning materials on time when requested was further established to affect job satisfaction. Existence of sufficient teaching and learning materials in school was further established to affect job satisfaction. Teaching and learning materials making teaching easy was further established to affect job satisfied. Teaching and learning materials improvement of the academic performance of the school was further established to affect job satisfaction. Satisfaction with job because of sufficiency of teaching and learning materials was further established to affect job satisfaction. Correlation results revealed that that instructional materials improve teachers job satisfaction ($r=0.777$, $p=0.001$). Regression results revealed that teaching and learning resources enhance teacher job satisfaction ($\beta=0.147$, $p=0.000$).

5.2.4 Physical working conditions and Job Satisfaction

On 4th objective, the study established that teachers working within the working hours was further established to affect job satisfaction. The workload being

within the employer's guidelines was further established to affect job satisfaction. The number of students teachers handle in class being manageable was further established to affect job satisfaction.

The time allocated per lesson being as per the required standard was further established to affect job satisfaction. The workload being in conformity with the pay was further established to affect job satisfaction. The work allocated being more than what can be done within the stipulated time was further established to affect teachers' job satisfaction. Existence of enough time for carrying out non-teaching responsibilities was further established to affect job satisfaction. Enough time to mark learners' assignments was further established to affect teachers' job satisfaction. Correlation results revealed that physical working conditions improve teachers job satisfaction ($r=0.615$, $p=0.001$). Regression results revealed that physical working conditions enhance teacher job satisfaction ($\beta=0.143$, $p=0.000$).

5.3 Conclusion

The study concluded that administrative support improves teacher job satisfaction. Administrative support and teacher job satisfaction null hypothesis H_{01} was rejected. The study further concluded that administration that is accessible to everyone in school affects teacher job satisfaction. Administration involvement of teachers and other employees in decision making in school affects teacher job satisfaction. When teachers and other employees in school are comfortable with how the principal runs the affairs of the school, it affects teacher job satisfaction. The administrative style of leadership enabling and encouraging each one to work optimally was found to affect teacher job

satisfaction. Teachers' satisfaction with the administrative leadership style affects work fulfillment.

Collegial relationship improves teacher job satisfaction. Null hypothesis (H_{02}) was rejected. The study further concluded that respecting each other at the school affects teachers' job satisfaction. Trusting each other helps to improve how teachers relate with one another at the school which subsequently affect job satisfaction. Teacher relationships at school being built on mutual trust affects job satisfaction. Teachers' commitment to one another at the school affects job satisfaction. How teachers relate with their colleagues being influenced by their level of commitment to one another affect job satisfaction.

Teaching and learning resources improve work fulfillment. Null hypothesis (H_{03}) was rejected. The study further concluded that learning and study materials availability improves work fulfillment. Availability of teaching and learning materials required to both the teacher and the learner affects job satisfaction. Study materials that make teaching easy affects teacher job satisfaction. Teaching and learning materials improvement of the academic performance of the school affects teacher job satisfaction. Satisfaction with job because of sufficiency of teaching and learning materials affects' teacher job satisfaction.

The study concluded that teachers working within the working hours affect teachers' job satisfaction. The workload being within the employer's guidelines affects' teachers job satisfaction. The number of student's teachers handle in class that is manageable affects teachers' job satisfaction. The time allocated per lesson being as per the required standard affects teachers' job satisfaction.

The workload being in conformity with the pay was further established to affect job satisfaction. The work allocated being more than what can be done within the stipulated time was found to affect teachers' job satisfaction.

5.4 Recommendations

On administrative support, the study recommended that administration should be accessible to everyone in schools. The administration should involve teachers and other employees in decision making in a school. Teachers and other employees in a school should strive to be comfortable with how the principal runs the affairs of the school. The administrative style of leadership should enable and encourage each one to work optimally.

On collegial relationship, the study recommended that teachers should respect each other at the school and should trust each other so as to improve how they relate with one another at the school. Teacher relationships at school should be bult on mutual trust. Teachers should be committed to one another at the school.

On teaching and learning resources, the study recommended that teaching and learning materials should be available in schools so as to enhance teacher job satisfaction. Schools should avail teaching and learning materials on time when requested. Schools should ensure that sufficient teaching and learning materials exist in a school.

On physical working conditions, the study recommended that teachers should work within the working hours and the workload should be within the employer's guidelines. Teachers should have enough time to carry-out non-teaching responsibilities and to mark learners' assignments.

5.5 Suggestions for Further Studies

A further study should be done on other determinants of teacher job satisfactions in Uasin Gishu County and other counties in Kenya. A study should be conducted on school environment as a determinant of teacher job satisfaction in public secondary schools besides administrative support, collegial relationship, teaching and learning resources and physical working conditions.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Grace Jepkirui Leley,

P.O Box 180,

Kapsabet-30300

Dear Informant,

RE: REQUEST TO PARTICIPATE IN A STUDY

My name is Grace Leley, currently pursuing a Master of Education degree in Educational Administration in the Department of Education Administration and Planning-School of Education, Koitaleel Samoei University College (A Constituent of University of Nairobi). I am conducting a study on School Environment as a Determinant of Teachers Job Satisfaction in Kesses Sub-County, Uasin Gishu County, Kenya. This study is conducted for academic purposes only and the information given shall be treated with utmost confidentiality. Thank you for accepting to be one of the respondents in this study.

Yours Sincerely,

Grace Leley

APPENDIX II: INTERVIEW SCHEDULE FOR THE SUB COUNTY DIRECTOR

The information you give will be of benefit to the researcher in accomplishing his academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.

Questions

1. How long have you been a sub county director?
2. When did you become a director in this sub county?
3. How many teachers have exited the teaching profession since you took over?
4. What were the reasons that were cited for exiting the profession? Please explain ……..
5. What would you say about the influence of administrative on teacher job satisfaction?
6. In your view how does collegial relationship influence teacher job satisfaction?
7. To what extent does teacher learning resources influence teacher job satisfaction in your county?
8. How does physical working conditions in public secondary schools influence teacher job satisfaction in your county?

APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS

The information you give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.

Please do not write your name

Part 1: Administrative Leadership Styles

1. In your own words which name best describes your leadership style?
2. Are teachers satisfied by your leadership style? Please explain …….
3. Are there instances where teachers have exited the school due to your shortcomings as far as leadership is concerned? Please explain……..
4. What can you incorporate in your leadership so that teachers are happy? Please explain……

Part 2: Teaching and Learning Resources

5. What teaching and learning resources do you have in your school?
6. Are these resources adequate for teachers and students?
7. How have these resources encouraged or discouraged teachers job satisfaction?
   Please explain……..…….
8. Does teacher job satisfaction influence performance of teachers in any way? Please explain …….……

9. What factors within your institution affect your teachers' job satisfaction? Please explain ……

Part 4 Teacher Working conditions

10. How would you describe the physical condition of your classroom and the school facilities?
11. In what ways does the school environment impact your comfort and ability to teach effectively?
12. How do you feel about your workload, including teaching hours, grading, and other responsibilities?
13. Do you have enough time during the day to complete your tasks? How does this impact your satisfaction?
14. Are the teaching materials, technology, and resources provided by the school sufficient for your needs?
15. How do you feel about the size of your classes and the behavior of students in terms of manageability?

APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

The information you give will benefit the researcher in accomplishing her academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.
Please do not write your name

SECTION A: Bio data

Please you are required to simply indicate by a tick (√) in the preference box below.

1. Sex; Male { } Female { }

2. Age: Below 30 Years { } Between 31-40 Years { } 41-50 Years { } 51-60 Years { } Above 60 Years { }

3. Professional and Academic qualification; Bachelor's degree { } Master's Degree { } PHD { } others { } If others specify……

4. Subjects of specialization ……..

5. Teaching experience in public secondary school; 1-5 years { } 6-10 years { }10-20 years { } over 20 years { }

6. Is your school in an urban set up { } rural set up { }

7. Is your school Boarding { } Day { } Mixed boarding and day { }

SECTION B: Teachers View on School Environment

Perception of Teachers on Administrative Leadership Style

Ask yourself: How satisfied am I *with this aspect of my job?*

1 means I am **dissatisfied** ,**2** means I am **neutral, 3** means I am **satisfied**

On my present job, *this* is *how I* feel about the following:

Statement	**1**	**2**	**3**
1. The administration is accessible to everyone in school.			
2. The administration involves teachers and other employees in decision making in school.			
3. Teachers and other employees in school are comfortable with how the principal runs the affairs of the school.			
4. The administrative style of leadership enables and encourages each one to work optimally.			
5. I am satisfied with the administrative leadership style.			

Perception of Teachers on collegial relationship

Ask yourself: How satisfied am I *with this aspect of my job?*

(1) Means I am **dissatisfied** **(2)** means I am **neutral** **(3)** means I am **satisfied**

On my present job, *this* is *how I* feel about the following:

Statement	**1**	**2**	**3**
1. We respect each other at the school.			
2. We trust each other at the school.			
3. Trusting each other has helped to improve how we relate with one another at the school.			
4. Our relationships at school are bult on mutual trust.			
5. We are committed to one another at the school.			
6. How we relate with our colleagues is influenced by our level of commitment to one another.			

Perception of Teachers on Availability of Teaching and Learning Materials

Ask yourself: How satisfied am I *with this aspect of my job?*

(1) Means I am **dissatisfied** **(2)** means I am **neutral** **(3)** means I am **satisfied**

On my present job, *this* is *how I* feel about the following

Statement	**1**	**2**	**3**
1. Required teaching and learning materials are available in school.			
2. Teaching and learning materials required are available to both the teacher and the learner.			
3.The school avail teaching and learning materials on time when requested.			
4. There are sufficient teaching and learning materials in school.			
5.Teaching and learning materials makes teaching easy.			
6. Teaching and learning materials improve the academic performance of the school.			
7.I am satisfied with my job because of sufficiency of teaching and learning materials.			

Perception of Teachers on Working conditions

Ask yourself: How satisfied am I *with this aspect of my job?*

(1) Means I am **dissatisfied (2)** means I am **neutral (3)** means I am **satisfied**

On my present job, *this* is *how I* feel about the following:

Statement	**1**	**2**	**3**
1. I work within the working hours.			
2. The workload is within the employer's guidelines.			
3. The number of students I handle in class is manageable.			
4. The time allocated per lesson is as per the required standard.			
5. The workload is in conformity with the pay.			
6. The work allocated is more than can be done within the stipulated time.			
7. The non-teaching responsibilities are within my abilities.			
8. There is enough time for carrying out non-teaching responsibilities.			
9. There is enough time to mark learners' assignments.			

Perception of teachers on Job Satisfaction

Ask yourself: How satisfied am I *with this aspect of my job?*

1) means I am **dissatisfied 2)** means I am **neutral (3)** means I am **satisfied**

On my present job, *this* is *how I* feel about the following:

Statement	**1**	**2**	**3**
1 The attitude towards the job is positive			
2. The present job offers psychological or physiological gratification.			
3. The present job fulfills the psychological and physiological needs.			
4. Job satisfaction means liking the job			
5. Job satisfaction enhances the employee's performance and productivity.			

SECTION C: Challenges of teachers on the school environment and suggested solutions.

1. What are the challenges in getting appropriate teaching and learning materials by teachers in public secondary schools?

i) ……

ii) ……...……

iii) ……

2. Suggest solutions to the challenges in 1 above.

i) ……

ii) ……..

iii) ……

3. What are the challenges encountered by teachers on their working conditions in your school?

i) ……

ii) ……...

iii) …….

4. Suggest solutions to the challenges in 3 above.

i) ……

ii)
……..

iii) ……

5. What are the challenges related to the administrative leadership style in your school?

i) ……

ii) ……...

iii) …….

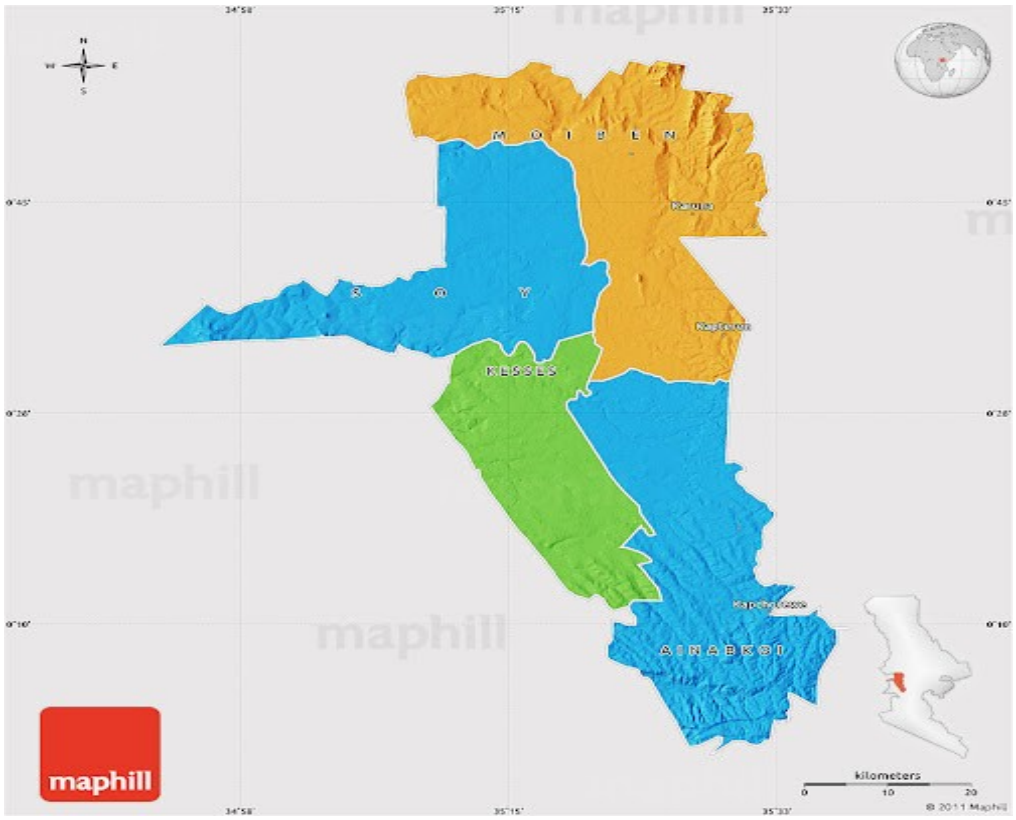
6. Suggest solutions to the challenges in 5 above.

i) ……

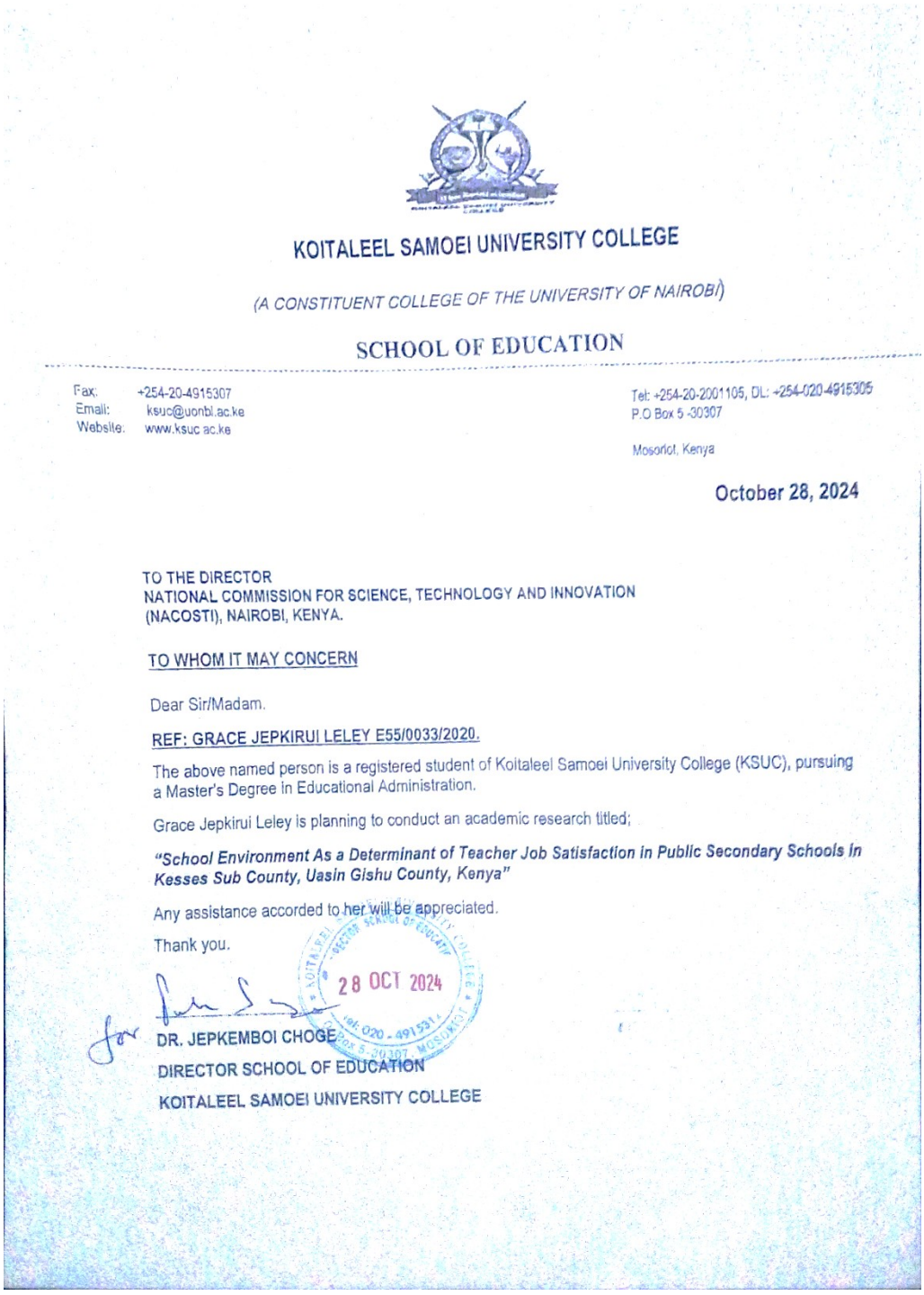
ii) ……..

iii) …….

APPENDIX V: MAP OF THE STUDY AREA



APPENDIX VI: RESEARCH AUTHORIZATION



KOITALEEL SAMOEI UNIVERSITY COLLEGE

(A CONSTITUENT COLLEGE OF THE UNIVERSITY OF NAIROBI)

SCHOOL OF EDUCATION

Fax: +254-20-4915307
Email: ksuc@uonbi.ac.ke
Website: www.ksuc.ac.ke

Tel: +254-20-2001105, DL: +254-020-4915305
P.O Box 5 -30307

Mosoriot, Kenya

October 28, 2024

TO THE DIRECTOR
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
(NACOSTI), NAIROBI, KENYA.

TO WHOM IT MAY CONCERN

Dear Sir/Madam.

REF: GRACE JEPKIRUI LELEY E55/0033/2020.

The above named person is a registered student of Koitaleel Samoei University College (KSUC), pursuing a Master's Degree in Educational Administration.

Grace Jepkirui Leley is planning to conduct an academic research titled;

"School Environment As a Determinant of Teacher Job Satisfaction in Public Secondary Schools in Kesses Sub County, Uasin Gishu County, Kenya"

Any assistance accorded to her will be appreciated.

Thank you.

28 OCT 2024

for DR. JEPKEMBOI CHOGE
DIRECTOR SCHOOL OF EDUCATION
KOITALEEL SAMOEI UNIVERSITY COLLEGE

APPENDIX VII: RESEARCH PERMIT



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 603979

Date of Issue: 04/November/2024

RESEARCH LICENSE

This is to Certify that Miss.. Grace Jepkirui of Kaitaleel Samoei University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: SCHOOL ENVIRONMENT AS A DETERMINANT OF TEACHER JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN KESSES SUB COUNTY, UASIN GISHU COUNTY, KENYA for the period ending : 04/November/2025.

License No: NACOSTI/P/24/41899

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NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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APPENDIX VIII: AUTHORIZATION LETTER FROM COUNTY COMMISIONER



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 603979

Date of Issue: 04/November/2024

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This is to Certify that Miss.. Grace Jepkirui of Koitaleel Samoei University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: SCHOOL ENVIRONMENT AS A DETERMINANT OF TEACHER JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN KESSES SUB COUNTY, UASIN GISHU COUNTY, KENYA for the period ending : 04/November/2025.

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Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

PROCEED 8/11/24

COUNTY COMMISSIONER FOR UASIN GISHU COUNTY

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APPENDIX IX: AUTHORIZATION LETTER FROM COUNTY

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department for Basic Education

Email: cdeuasingishucounty@gmail.com
: cdeuasingishucounty@yahoo.com
When replying please quote:

County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

Ref: No. MOE/UGC/TRN/9/VOLL. V/98

8th November, 2024

Miss. Grace Jepkirui.
Koitaleel Samoei University College,
P.o Box 5 - 30307
MOSORIOT.

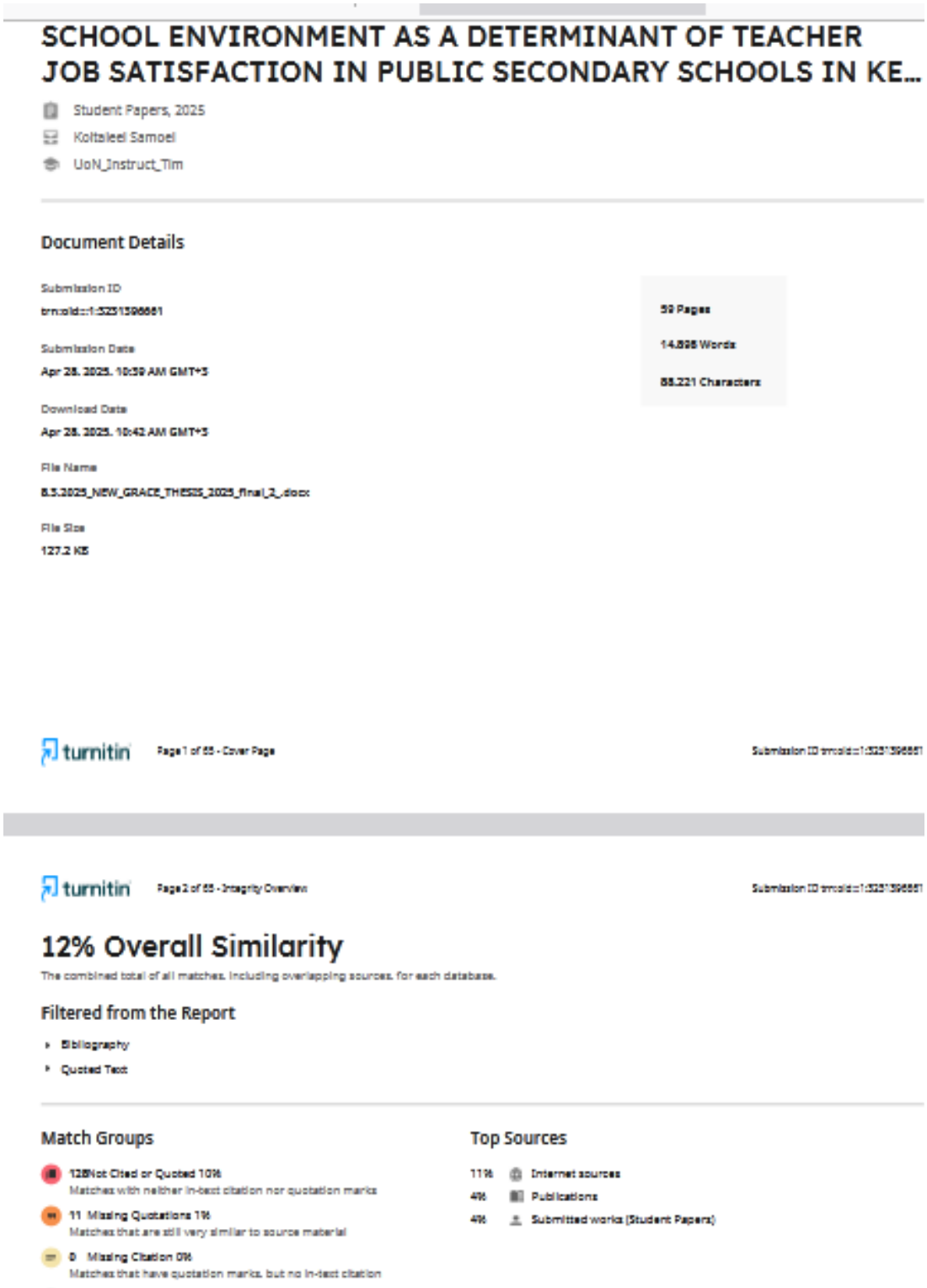
RE: RESEARCH AUTHORIZATION.

In reference to your License Ref no. **NACOSTI/P/24/41** dated 4th November,2024 from National Commission for Science, Technology and Innovation (NACOSTI), you are hereby granted the authority to carry out research on ***"School environment as a determinant of teacher job satisfaction in public secondary schools in Kesses Sub County," Period Ending 4th November, 2025,"*** Within Uasin Gishu County.

We take this opportunity to wish you well during this data collection.

Owinyi Samuel.
For: County Director of Education
UASIN GISHU.

DIRECTOR OF EDUCATION



SCHOOL ENVIRONMENT AS A DETERMINANT OF TEACHER JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN KE...

Student Papers, 2025

Koitaleel Samoei

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APPENDIX X: TURNITIN REPORT