

**DETERMINANTS OF TEACHERS' JOB SATISFACTION IN PUBLIC
SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA**

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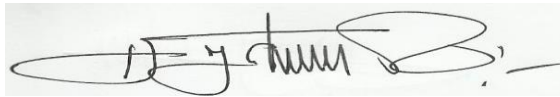
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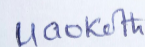


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DEDICATION

This thesis is in memory of my late parents, my father Jacob Ndege Odisa and my mother Clesencia Makokha Ndege for inculcating values in me. I will forever hold you dear in my heart. I also dedicate it to my late doctoral classmate and my deputy (class chief), Clement Dicho as well my late student, tutee and very dear friend, Ray Mathenge Kiigo. God took you too early. May your souls rest in eternal peace.

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ABBREVIATION AND ACRONYMS

B.O.M.	Board of Management
FPE	Free Primary Education
JD-R	Job Demands-Resources
KEMI	Kenya Education Management Institute
KESHA	Kenya Secondary Schools Heads Association
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
NACOSTI	National Commission for Sciences, Technology and Innovation
SPSS	Statistical Package for social Sciences
SSE	Subsidized Secondary Education
TSC	Teachers Service Commission
U.S.	United States
V.S.O.	Voluntary Service Overseas
WLB	Work Life Balance

ABSTRACT

In every organization, the key organizational resources are usually the personnel and a committed workforce. In the educational setting, teachers are the most important pedagogical resources and their satisfaction must be taken seriously. This study investigated the determinants of teachers' job satisfaction in public secondary schools in Nairobi County, Kenya. The purpose of this study was to determine the influence of supervisor support, teachers' workload, school environment, teachers' gender, teachers' perception of work-life balance and teachers' work experience have on public secondary school teachers' job satisfaction in Nairobi County. The study was guided by the equity theory of motivation propounded by Stacy Adams in 1963 that holds that individuals compare their ratio of inputs and outcomes to the input-outcomes of other individuals. This study used descriptive survey design with a target population of 83 public secondary schools and 1759 public secondary school teachers. Through stratified and simple random sampling, 67 schools and 670 teachers: 4 National Schools, 4 Extra-County Schools, 36 County Schools and 23 Sub-County Schools were involved in the study. Data was collected from the principals through an interview schedule and questionnaires for teachers. The data was analysed using quantitative as well as qualitative methods. The principals' responses were read and put in common themes in line with the research objectives. Using SPSS version 22, factor analysis was done to clean the data. Items with low loadings were removed. Descriptive statistics, using Microsoft Excel, was performed to analyse quantitative data in order to generate percentages, means and standard deviation. Linear regression was performed to establish relationship between variables. Pearson Product Moment Correlation Coefficient was used to determine the linear correlation between the independent variables and the dependent variable. The key findings were that the school environment was the highest predictor of teachers' job satisfaction followed by supervisor support. Both variables were highly significant at $p=0.00$. The least predictor of teachers' job satisfaction was teachers' gender. Majority of teachers were satisfied with their workload given that most schools had employed many teachers on B.O.M. terms. Most schools have adequate teaching and learning resources. Most teachers feel insecure with their school location. There was no significant difference in teachers' job satisfaction between male and female teachers. There was no significant difference in teachers' job satisfaction in relation to working experience. The Teachers Service Commission, should use the staffing levels (including B.O.M. teachers) of the schools in this study as the optimum level. The Ministry of Education Science and Technology should liaise with the Ministry of Interior to secure school environment. Principals should make deliberate effort to sensitize teachers to balance between work and their personal life. The study recommends that further studies should be carried out in the rural areas to establish the determinants of teachers' levels of job satisfaction. A study should be done to determine how secure teachers feel about their school location in Nairobi.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Among the various inputs required in an organization for the production of goods and services, the human input is perhaps the most vital one. Hence, it is imperative to consider it so in all aspects. Teachers are, arguably, the most important input in the educational sector. Thus, the importance of teachers in the educational sector cannot be gainsaid (Abdulahi, 2020). In every organization, the key organizational resources are usually the personnel and a committed workforce. In the educational setting, teachers are the most important pedagogical sources and unless their satisfaction is taken into serious consideration, attempts to improve school performance will never succeed (Aliakbari & Kafshgar, 2013). Teachers' job satisfaction can be used to gauge teachers' commitment, retention and their general contribution to school effectiveness (Toropova, Myrberg & Johansson 2020). Job satisfaction is not a new term in the field of organizational behaviour. However, despite having been widely researched on by many scholars, it does not have a conventional definition (Zembylas & Papanastasiou, 2016).

Job satisfaction can be defined as how content an individual is with their job (Naz, 2017). It is regarded as the state of mind expressed by cognitively and affectively evaluating and experiencing a job in terms of favour or disfavour. Job satisfaction

is usually determined by how compatible job requirements are with other roles (Haider & Azmi, 2018). Teachers' job satisfaction is a vital element in the nurturing of learners. Teachers play a key role in the curriculum implementation in the general development of learners. Teachers' job satisfaction depends on various factors among them being salary, workload, working conditions and inter-personal relationships (Adil & Nizam, 2014). Many teachers are dissatisfied with poor relations with colleagues, time allocated for planning and teaching, working conditions and the general school environment (Tien, 2018). Bleik (2013) researching on the relationship between teachers' job satisfaction and job performance concluded that there was a strong positive correlation between the two variables. He asserts that such teachers who were highly satisfied with their job performed their duties better. They were more committed to their schools and reported lower rates of absenteeism.

Employees' performance is greatly influenced by their job satisfaction and therefore in order to successfully realize school objectives, the teachers' job satisfaction and the school environment have to be given due consideration (Abdualhi 2020). The levels of employees' job satisfaction determine not only an individual's performance but also the organization's as well (Samreen, 2017). The success of any school is dependent on the teachers' levels of job satisfaction. Thus, educational managers are challenged to not only plan to retain the teachers but also enhance their productivity (Sahito and Vaisanen, 2020). School managers, argues Marmol (2019),

have to strive to earn teachers' commitment to the institution. This helps teachers to harmonize their surroundings with the school environment. She says that this cannot be gainsaid as some organizations do everything possible to improve employees' commitment to the organization to ensure stability and reduce staff turnover. Teachers' job satisfaction, thus, cannot be ignored. In 2019, the government of Philippines lowered teachers' voluntary retirement age from 60 years old to 55 years old. This was in response to the fact that teaching is a demanding and highly rigorous exercise physically, mentally and psychologically. This early retirement was believed could help the teachers to enjoy their lives or even engage in small-scale business activities.

When teachers are satisfied with their job, they are more efficient and effective in executing their responsibilities. Conversely, when they are dissatisfied, they impact negatively on the teaching-learning process (Getahun, Tefera and Burchew, 2016). The need to increase teachers' levels of job satisfaction cannot be overemphasized especially considering occupational stress and excessive workload. Failure to enhance teachers' job satisfaction causes low levels of commitment, absenteeism, high teacher turnover and low motivation to improve learners' performance (Nizam & Adil, 2014). Teachers' job satisfaction is important for a teacher's effectiveness and leads to better student learning. It also improves the wellness of the institution and student behaviour. Moreover, other than giving a feel of job satisfaction it helps to achieve higher retention rates in learning institutions (Laksmi & Kumar, 2011).

The performance of teachers is influenced by the teachers' levels of job satisfaction as established by Naz and Sharma (2017). The idea of teachers' job satisfaction is an extremely important aspect not just to the teachers themselves but also to the parents, leaders, educational managers and most importantly, the learners (Sumanasena, Nawastheen and Jayawardena, 2020).

In many third world countries, teachers' job satisfaction has not been given the attention it deserves. This has seen many teachers leave the profession, increased teacher absenteeism, rise in student indiscipline and general teacher underperformance (Sahito & Vaisanen, 2020). In Malawi, for instance, teachers were found to be highly dissatisfied with remuneration and poor working conditions (Kadzamira, 2015). Similarly, in Nigeria, teachers were found to be agitating for better salaries but the Ministry of Education could not meet this because of inadequate resources (Nwachukwu, 2016). The recent past has witnessed the government of Kenya pass a policy that requires a teacher to stay in the same station for at least five years before they can apply for a transfer. This has resulted into opposition by teachers' unions, specifically, the Kenya National Union of Teachers (KNUT) and the Kenya Union of Post Primary Education Teachers (KUPPET). According to these unions, this policy infringes on the teachers' professional freedom and the right of choice (Sirima & Poipoi, 2010).

There are many factors that determine employees' job satisfaction. For many employees, job satisfaction depends on supervisory support that they receive. This is the deliberate support offered by the supervisor to employees to enable them perform their duties well and attend to personal or family needs effectively as well (Straub & Hagiwara, 2011). It entails the understanding and concerns that the supervisors have over employee's wellbeing both at work and at home (Kossek, 2016). Supervisors are agents of the organization and their feedback to employees is often taken as the organization's orientation towards them (Eisenberger & Stinglhamber, 2011). Teachers' job satisfaction is heavily dependent on the behaviour of a school leader and the school environment (Josanov-Vrgovic & Pavlovic, 2014). Many organizations have initiated policies that can help to alleviate the challenges emerging from handling multiple roles (Haar & Roche, 2010). However, the success of such policies depend a lot on the line supervisor (Cinamon & Rich, 2010). A supportive supervisor is understanding, provides valuable resources, is flexible and increases employees' confidence (Iqbal, Aziz, Farooqi & Ali, 2016). Sumanasena, Nawastheen and Jayawardena (2020) say that school managers and policy makers need to consider seriously the support that supervisors give to their teachers. That support together with teachers' interpersonal relationships and school policy and administration significantly contribute to the teachers' job satisfaction. Thus, the school administrators and policy makers cannot afford to ignore these aspects if they have to retain teachers and guarantee their job satisfaction.

The above findings are further reinforced by Tas (2017) who found that supervisor support was one of the most important determinants of employees' job satisfaction. Further, in their study in Faisalabad, Pakistan, Iqbal, Aziz, Farooq and Ali (2016) established that the second best, determinant of teachers' job satisfaction, after teachers' remuneration, was supervisor support. Teachers were very happy with the behaviour of their supervisors. Cucchiara, Rooney, & Robertson-Kraft, (2015) discovered that teachers were very motivated to work in schools with principals who had put in place supportive organizational culture. On the other hand, whenever teachers felt that they were powerless and lacked autonomy from their supervisors, their satisfaction levels dropped considerably.

According to Kraft and Papay (2013), teachers who work with supportive supervisors are more satisfied and effective in their work. Teachers with less supportive supervisors often felt dissatisfied with their jobs. Their study also showed that in order to maintain highly performing teachers, supervisor support was instrumental. They recommended that principals be conscious of how long it took to earn a teachers' loyalty from their supervisory support. According to Wangari and Orodho (2014), when teachers perceive to be receiving sufficient support from their supervisor, their levels of job satisfaction increases. This study concluded that unless the main factors that were affecting teachers' job satisfaction (including supervisor support and appraisal, low salaries and heavy teaching load occasioned

by the ever-increasing number in student enrolment) were addressed, many teachers were likely to leave their jobs in the following five years due to job dissatisfaction.

The work of teachers is highly complex and with a wide range of tasks (Froese-Germain, 2014). Teachers are often stressed and exhausted, causing high rates of absenteeism and burnout Skaalvik, and Skaalvik, (2017). Marmol (2019) agrees when she contends that in every country, teaching is one of the most stressful and demanding careers. As such, it is imperative for a teacher to be able to control, negotiate and have an exemplary response to problems. Khan, Muhammad and Sadaf (2012) add that a good teacher besides teaching the class in a prominent style has to manage student ethics, manage their interactions, motivate them as well as maintain communication with parents and administration. On their part, Sichambo, Maragia and Simiyu (2012) add that secondary school teachers, besides classroom teaching, have many other responsibilities to handle, which occasionally cause moderate burnout. Excessive workload reduces teachers' levels of job satisfaction and the morale to manage the classroom (Demirdag, 2015). Goksoy and Akdag (2014) established that the workload of teachers in Finland was very high. According to them, usually, teachers are expected to perform tasks, which are excluded from their job description. Wanjiku (2018) researching on teachers' job satisfaction in Nanyuki Municipality found out that over 70 percent of the teachers were satisfied with their teaching loads. Only 30 percent complained that they were overloaded. Many schools had their own arrangements where they employed many teachers through

their Boards of Management (B.O.M.). This greatly helped to alleviate the shortage of teachers that had become the order of the day and thus, increase teachers' job satisfaction.

Teachers' job satisfaction is partly dependent on the school environment. A school environment includes the physical facilities available, learners' level of discipline and the serenity of the surrounding. Thus, a healthy school environment is the second most important determinant of teachers' job satisfaction after teachers' self-efficacy (Naz, 2017). In the recent past, teachers have grown in awareness and demand for usage of technology and gadgets (Noor, 2011). Every school must provide adequate learning and teaching resources as a way of supporting teachers in their duty of preparing learners for the changing and challenging world (Djonko-Moore, 2015).

The school environment in which a teacher works has a tremendous effect on their level of pride for themselves and job satisfaction in general. Teachers derive some satisfaction working in an environment with collegial relationship (Urick, 2016). Goddard, Goddard, Kim, and Miller (2015) share the same sentiments that teachers enjoy some job satisfaction in collaborating with their colleagues, helping the community besides working with children and seeing them grow. A good school environment comprises of good working conditions. Thus, a good school working environment enhance teachers' motivation, improve the students' learning

opportunities, makes teachers effective and satisfied with their jobs (Bascia & Rottmann, 2011). Bahtilla (2017) teachers are often dissatisfied with a stressful school environment and this can even lead to high levels of teacher attrition.

According to Petty, Fitchett and O'Connor (2012), it is acknowledged that teachers' remuneration is important in their job satisfaction. However, they also found out that teachers were more interested in small class sizes, access to technology and good student behaviour. Teachers who work in a stressful environment are often dissatisfied with their jobs and can even quit teaching (Bahtilla, 2017). The availability of teaching and learning materials, recreational facilities like television sets in the staffrooms, internet connectivity, and smart boards can have a great impact on a teachers' psyche (Mwendwa, 2015, Nzomo, 2016). Muasya (2014) posits that most employees in Kenyan urban areas rely on public transport. Unfortunately, most of these urban areas are characterized by poor road infrastructure prone to traffic jams especially during rush hours. This has worsened the work life imbalance among female employees especially those with young children. Otube (2014) established that teachers value a school environment that is comfortable, safe, and clean, close to home, has buildings that are in good condition and with adequate tools and equipment.

In the past, women were mainly restricted to the performance of domestic chores. Today, that is no longer the case. Both male and female are working. This has in

turn created a lot of pressure on the female worker. Since the female worker is also a mother at home, she has to take care of the children, the home and sometimes even the extended family. This strains her and sometimes causes conflicts in the family (Cchatrapati, 2017). Female professionals have different sets of demands and when such role demands overlap, many problems arise. Times have changed. It is no longer the husband earning and the wife staying at home. Today the husband earns and the wife earns too. However, the wife is still expected to take primary responsibility to run the house (Aeran & Kumar, 2015, Muasya, 2016). Lakshmi and Kumar (2011) concur when they posit that female teachers especially in private teaching institutions face numerous challenges. Often, as full time workers, they have to carry some work home. In their study, Lakshmi and Kumar (2011) found that women in private educational institutions faced many challenges. They often carried more of their responsibilities and commitments to accomplish them from home. This stresses them a lot, especially the mothers.

Teachers' job satisfaction is also influenced by their work-life balance. For every employee, there exists life for them at the place of work and at home. Hence, there is need to strike a balance between the places (Cchatrapati, 2017). According to Tanvi and Fatima (2012), work-life balance is the perception that human beings attach equal importance to their employment life as well as their private life. Subha (2013) defines work-life balance as the reconciliation between workers' professional work and their personal life. Mukhtar (2012) noted that globally, work-

life balance is considered as the second most essential workplace aspect. Bloom, Kretschmer and Reenen (2012) assert that economic conditions and social demands have changed the role of work throughout the world. Whereas initially work was a matter of survival and necessity, the role of work as well as the workforce has changed over time.

Today, Singh (2013) posits that work-life has grown in popularity since it stands for a crucial drive for societal prosperity and fulfilment and growth of every worker and every company. On their part, Addagabottu and Battu (2015) work life balance is influenced by many factors. They include demographic (age, educational qualifications, spouse employment, designation and number of earning family members, marital status among others). Other factors include socio-economic variables and work related variables (workload, amount of responsibility, efficiency, effectiveness, work targets, working conditions, importance of decision making and scope for improvement among others) and family related variables (family problems, family relationships and support, welfare, children's career, spouse relationship, other sources of income among many). Kumar and Prakash (2016) assert that the challenge to achieve a balance between work responsibilities and family responsibilities cuts across all professions. According to them, work-life balance is the perhaps the greatest challenge that the educational managers and teachers have to contend with. As a result, the recent years, teachers, workload has been increasing in both the workplace and stretching even beyond the workplace.

However, Murphy and Doherty (2011) reckon that it is not possible to measure work life balance in an absolute manner. This is because work life balance is influenced by numerous personal circumstances and therefore the perception of balance or imbalance is a reflection of an individual's priorities. Work is not only still considered a necessity but a source of satisfaction as well. A supervisor is expected to be understanding and caring about an employee's family especially when such a family is facing some crisis. They should create a friendly atmosphere where employees can talk to them freely about any challenges they could be facing in their personal life (Werang & Agung, 2017). A study by Quresh and Abhamid (2017) established that many employees were unhappy with supervisors who did not have initiatives that promoted work-family friendly policies.

Teaching experience has a bearing on teachers' job satisfaction. Most employers look for employees who are experienced and even willing to pay more to hire one depending on their professionalism and work experience (Wahyudi, 2018). Teachers in their early years of working, usually between 1-10 years, tend to have a higher job satisfaction. This can be attributed to the fact that they are more enthusiastic and positive in their work. However, on the other hand, the more experienced teachers also enjoy higher job satisfaction because they can easily work given their experience and mastery of content (Yavuz, 2018). Msuya (2016) asserts that younger teachers work harder and show higher levels of job satisfaction as they envisage opportunities for promotion. However, the older teachers tend to be more

satisfied because they do not want to try new jobs. Thus, both beginning teachers and the old serving teachers have their own reasons from which they derive job satisfaction.

In a tight labour market with a shortage of needed skills, employers are forced into developing policies, which can attract and retain groups of workers who might have previously left the organization (Mukururi & Ngari, 2014). According to a study done by Strathmore Business School (2012), many organizations in Kenya lack policies that support their employees' well-being beyond the work place. Kangure (2014) cites Chepng'eno (2010) who researched on effects of work-life balance initiatives and job satisfaction on the performance of the staff at Agricultural Development Corporation of Kenya. The study established that work-life balance had a big bearing on employee performance. Sang (2011) researching on factors affecting work-life balance programmes in state corporations in Nairobi region, established that corporate culture is a key antecedent of job satisfaction in state corporations.

1.2 Statement of the problem

Most human beings spend most of their time in work-related activities. As a result of this, the worker's job satisfaction is an important phenomenon for it affects them both at work and away from work (Opatha & Mithani, 2015). The Kenyan

government froze employment of teachers in 1998. It then introduced Free Primary Education (FPE) in 2003 and later, subsidized secondary education in 2008. The latter saw an upsurge of the number of learners in both primary and secondary schools. Since then, teachers have more workload and less time for their personal lives. Leshao (2008) established that teachers felt that FPE was introduced without sufficient preparation. To redress this, the government has been employing teachers to replace those who have left the service (Abuya, Admassu, Ngware, Onsomu & Oketch 2015). The Kenya Secondary Schools Heads Association (KESHA) and the Kenya National Union of Teachers (KNUT) in 2021 estimated teachers' shortage to have been at 104,000 with a high pupil- teacher ratio (55:1) in public secondary schools (The Star, 23 April 2021).

The Teachers Service Commission (T.S.C.) employs teachers, reviews salaries and encourages teacher development programmes. However, besides providing teachers with statutory leaves, it does not have any other formal family-friendly policies (Muasya, 2016). For a long time, teachers in Kenya have exhibited their job dissatisfaction through strikes for example in 1969, October of 1997, October 2002, January 2009 and July 2013. Furthermore, during the months of January and September 2015 the T.S.C. was embroiled in a trade dispute with the teachers unions in Kenya. That was eventually resolved by the court of appeal and the Supreme Court. The Minister of Education appealed to the teachers to be considerate to the

learners who were losing a lot of learning time (Nabibya, 2015). Since then, there teachers have not been on strike. It was therefore important to find out if teachers' job satisfaction has finally been addressed. Nairobi being the capital city of Kenya attracts public secondary school teachers in big numbers because it has many social amenities and career advancement opportunities. However, with the high population in most parts of the city, challenges related to teachers' job satisfaction cannot be ruled out. It was imperative against this background to carry out a study on the determinants of teachers' job satisfaction in public secondary schools in Nairobi County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the determinants of teachers' job satisfaction in public secondary schools in Nairobi County, Kenya.

1.4 Objectives of the study

The following objectives guided this study.

- i. To determine the influence of supervisor support on teachers' job satisfaction in public secondary schools in Nairobi County.
- ii. To determine the influence the teachers' workload has on teachers' job satisfaction in public secondary schools in Nairobi County.

- iii. To establish the influence a school environment has on teachers' job satisfaction in public secondary schools in Nairobi County.
- iv. To assess the influence of gender on teachers' job satisfaction in public secondary schools in Nairobi County.
- v. To determine the influence of teachers' perception of work-life balance on their job satisfaction in public secondary schools in Nairobi County.
- vi. To assess the influence of work experience on teachers' job satisfaction in public secondary schools in Nairobi County.

1.5 Research hypotheses

H₀₁: There is no significant relationship between supervisor support and the teachers' job satisfaction in public secondary schools in Nairobi County.

H₀₂: There is no significant relationship between teachers' workload and the teachers' job satisfaction in public secondary schools in Nairobi County.

H₀₃: There is no significant relationship between school environment and the teachers' job satisfaction in public secondary schools in Nairobi County.

H₀₄: There is no significant difference between male and female teachers' job satisfaction in public secondary schools in Nairobi County.

H05: There is no significant relationship between teachers' perception of work-life balance and their job satisfaction in public secondary schools in Nairobi County.

H06: There is no significant relationship between teachers' work experience and their job satisfaction in public secondary schools in Nairobi County.

1.6 Significance of the study

The aim of this study was to investigate the determinants of teachers' job satisfaction in public secondary schools in Nairobi County. This study may help the Boards of School Management to understand some variables at the work place that need to be improved upon as well as the obstacles to remove in order to promote teachers' job satisfaction. The results of this study may be a useful bargaining tool to Teachers' Unions for better working conditions for the teachers. The study could also be valuable in helping the Ministry of Education to understand the kinds of policies to initiate in order to enhance teachers' increase their job satisfaction. Moreover, the findings of this study could help the Quality Assurance and Standards Officers to appreciate some of the impediments to the achievement of the set goals. This understanding could help them to put in place redress measures. Further, the findings of this study could be useful for teacher training institutions to consider putting in place a more proactive approach to train school managers on the topic of

teachers' job satisfaction. This study could reveal some study lacuna that other researchers would delve in.

1.7 Limitations of the study

The teachers' job satisfaction might have been influenced by other variables that were not included in this study like marital status and the number of dependants one has. Some respondents might have given socially acceptable responses to avoid offence and to please the researcher. The researcher assured the respondents that the information given was to be only used for the purpose of this study and was to be treated with due confidentiality.

1.8 Delimitations of the study

This study was confined to the determinants of teachers' job satisfaction in public secondary schools in Nairobi County. These practices are much similar in public secondary schools since all the teachers are employed by the Teachers Service Commission. On the other hand, private secondary schools have varied determinants depending on their sponsors. Some church sponsored schools emphasize a lot on the need for teachers to have ample time to be with their families. Others are only result-oriented and so have schedules that keep teachers in school for longer hours. The study did not delve into the teachers' salaries, marital status, the school type,

whether day or boarding and the type of teachers' family which could also influence their job satisfaction.

1.9 Assumptions of the study

The assumptions made during the study included:

- a) That the participants in the study were aware of the determinants of their job satisfaction.
- b) Data given by the respondents were objective and honest.

1.10 Definition of significant terms

Determinants refer to the factors that had influence on teachers' job satisfaction such as amount of work and the availability of teaching and learning resources.

Gender refers to how male and female teachers were satisfied with their professional responsibilities.

Job satisfaction refers to how happy a teacher was with his or her job as a teacher. Some teachers may be happy or may not be happy with their job because they feel their supervisor does not support them or the work is too much.

School environment refers to the school surrounding and the conditions (such as availability of resources, school accessibility and security) in which a teacher has to work.

Supervisor refers to Heads of Departments, deputy principals and principals in public secondary schools.

Supervisor support refers to the deliberate effort (like training opportunities and permission for absence) offered to teachers by the supervisor to enable them execute their responsibilities well.

Teachers' workload refers to the number of lessons a teacher has in a week as well as other duties assigned to them.

Work experience refers to the number of years a teacher has been teaching.

Work-life balance is the perception that teachers attach equal importance to their employment life as well as their private life.

1.11 Organization of the study

The study was organized into five chapters. Chapter one comprised of background of the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two involved reviewing related literature and had introduction, teachers' job satisfaction, the concept of work-life balance, which included the dimension of supervisor support, the teachers' workload, school environment, teachers' gender, teachers' work-life balance and work experience, summary of the literature review, theoretical framework and conceptual framework.

Chapter three focused on introduction, research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, instrument reliability and data collection procedures. Chapter four dealt with the analysis, presentation and interpretation of data while chapter five provided a summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review discusses findings of some studies on the concept of job satisfaction. This is done in the light of supervisor support, teachers' workload, school environment, and the performance of teaching responsibilities by teachers' gender. It also discusses teachers' job satisfaction in relation to teachers' perception of work-life balance and teachers' work experience, gives a summary of literature review, and discusses the theoretical and conceptual framework of the study.

2.2 Teachers' job satisfaction

Job satisfaction can be defined as the employees' general attitude towards their jobs. This depends on various aspects related to an employee's job. The employees' positive attitude constitutes job satisfaction while the negative attitude is referred to as job dissatisfaction (Priyanka, 2021). Job satisfaction can be defined as how content an individual is with their job (Naz, 2017). It is regarded as the state of mind expressed by cognitively and affectively evaluating and experiencing a job in terms of favour or disfavour. It is the responsibility of educational managers to implement policies and strategies that promote teachers' job satisfaction (Akbar & Hafeez, 2015). Downes (2011) asserts that job satisfaction is one of the most central issues

and concerns for the 21st century societies. In Pakistan, efforts are being made to improve teachers' job satisfaction for the betterment of teachers' performance, which ultimately aids in students' education (Subha, 2013). According to Miryala and Nagapriya (2012), it is always important for the educational policy makers to initiate policies that will promote teachers' job satisfaction at all levels. This was important because they found out that, in India, the levels of job satisfaction had a direct relationship with the cost incurred on employees joining or leaving an organization. Punia and Sharma (2008) concur that the cost of replacing employees with knowledge who leave an organization go beyond the substantial costs of recruiting and inducting new employees. As a result, organizations should always strive to retain talent and one of the ways to achieve this is by promoting job satisfaction. Afshar and Doosti (2016) who researched on the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance found out that majority of the teachers were very dissatisfied with their job. Moreover, the teachers said that their dissatisfaction negatively affected them in their job performance. Iranian English teachers' job performance. These studies were carried out in developed countries. There is need to carry out a similar study in Kenya to establish the need to improve job satisfaction among public secondary school teachers.

Job satisfaction is a valuable factor that employers should consider. It determines the rate of productivity, loyalty, retention, turnover among other things (Raymond,

2018). Raymond's study established that many teachers in Oklahoma were dissatisfied with their job because of poor salaries, bad student behaviour, lack of autonomy and teacher shortage. Many schools across the United States reported low levels of teachers' job satisfaction as exhibited in teacher attrition, recruitment and turnover (Walker, 2015). These revelations from the United States of America pushed me further to carry out a similar study in Kenya to establish how satisfied public secondary school teachers were in Nairobi. In Iran, Afshar and Doosti (2016) found out that teachers of English derived a lot of satisfaction from availability of teaching and learning resources, student discipline, collegial working relationship and the existence of opportunities for collaboration. Similarly, the teachers were dissatisfied with teaching loads and lack of proper supervisory support. This study only dealt with teachers of English in Iran, The current study dealt with teacher of all subjects in public secondary schools in Nairobi, Kenya.

In the recent past, work demands have increasingly taken a prominent position, influencing negatively on job satisfaction, family life, community life and personal interests. Many roles including work, family and personal interests compete for a person's time (Njoroge, 2014). This study was carried out in the judicial sector in Kenya. Hence, there is need to carry out a study in the educational sector in Kenya to determine the factors that influence teachers' job satisfaction in public secondary schools in Nairobi.

2.3 Supervisor support and teachers' job satisfaction

This is deliberate support offered by the supervisor to employees to enable them perform their duties well and attend to personal or family needs effectively as well (Straub & Hagiwara 2011). Employees value supervisor support, as they are aware that the supervisor's evaluation of their performance is often communicated to the executives (Eisenberger & Stinglhamber, 2011). If the supervisor wants to motivate their workers as well as to increase their loyalty and productivity to the organization, then they should create a supportive and an enabling environment of work. Employees always expect to receive managerial work policies that will help to alleviate the conflict between their personal life and work. Such policies are part of an organization's culture. These policies influence a great deal the behaviour, attitude and the performance of the employees (Menakshi & Ravichandran, 2013). The study by Eisenberger & Stinglhamber (2011) in America used experimental design manipulating variables in a laboratory set up. It was important to carry out a similar study using descriptive design in a real life situation in education to determine how supervisor support influences teachers' levels of job satisfaction in Kenya.

Many organizations have invested in policies that can enhance job satisfaction for their employees (Rothbard, 2001). Such organizations believe in retaining their employees rather than recruiting. These kinds of policies may alleviate the challenges emerging from handling multiple roles (Haar & Roche, 2010). However,

the success of such policies depends a lot on the supervisor (Cinamon & Rich, 2010). A supportive supervisor is understanding, provides valuable resources, is flexible and increases employees' confidence (Iqbal, Aziz, Farooqi & Ali, 2016). Tas (2017) also found that supervisor support was one of the most important determinants of employees' job satisfaction. All these studies were done in industrial organization most of which cannot transfer their employees and so they aim at retaining their employees. In public secondary in Kenya, the principals can initiate transfer of teachers that they think are not performing well. Hence, there was need to carry out a study to determine the influence of principals' supervisory support on their teachers' job satisfaction.

It is imperative for supervisors to understand that besides government policies, the teachers' job satisfaction is also greatly influenced by organizational policies (Muasya, 2016). Organizational job satisfaction-friendly policies earn workers' commitment and loyalty to the organization; reduce employee stress, absenteeism and turnover (Halpern, 2005). A supportive organizational supervision entails showing commitment and care about an employee's family (Muasya, 2016). In Indonesia, currently many employees believe that it is the responsibility of line managers to put in place initiatives that promote work-life balance of their employees. This is more critical to enhance the personal life of female employees (Wolor, Kurnianti, Zahra & Martono, 2020). They add that the supervisor should create an atmosphere where workers can freely discuss their personal and family

needs; more so, if they are direct supervisors, they should appreciate that the worker's family welfare is in their hands. Muasya's comments stemmed from her study on work life balance working in Kenyan universities. This study explored job satisfaction of teachers in Kenyan public secondary schools in Nairobi County.

According to Sumanasena, Nawastheen and Jayawardena (2020), school managers and policy makers need to consider seriously the support that supervisors give to their teachers. That support together with teachers' interpersonal relationships and school policy and administration significantly contribute to the teachers' job satisfaction. Thus, the school administrators and policy makers cannot afford to ignore these aspects if they have to retain teachers. This study was carried out on job satisfaction of teachers working in hardship areas in Sri Lanka. The current study was concerned with job satisfaction of teachers in public secondary schools in Nairobi, the capital city of Kenya. Employers should provide a supportive work environment to help employees reduce the levels of stress in their lives. The supervisor's positive feedback and provision of adequate resources can drastically improve the worker's performance (Simard, 2011). This study used a sample of only eight female workers in a non-profit making organization in Canada. Thus, there was need to carry out a study in public secondary schools in Nairobi to find out what support the teachers get from their principals. Johson, Kraft and Papay (2012) carried out a study in United States on the influence of school working environment on teachers' levels of job satisfaction. They found out that social working

environment, especially supervisor and collegial support were as twice as important as the teaching and learning resources. This study was carried out in United States where teaching and learning resources are not a challenge. Thus, teachers were more concerned about their relationships with the supervisor and colleagues. It was, therefore, necessary to carry out the current study to determine how important supervisor support was to teachers' job satisfaction in Kenya.

Workers usually face a variety of job-related stresses, which affect them both at work and at home. Unless they are helped to deal with them, this could adversely affect their work and lead to a less than satisfactory service to clients (Nzile, 2012). Nzile cites (Petri, 1996) who noted that effective supervisors provide opportunities that are both challenging and motivating teachers to new growth. Without challenges, teachers maintain the status quo. Nzile's study was done in a rural setting in Kitui. It was therefore important to carry out a study in an urban setting to find out the influence of supervisor support on teachers' levels of job satisfaction.

In Canada, Brandon, Holweck, Donlevy and Whalen (2018) found out that principals were so busy to the extent of not finding time to accord teachers the necessary support. They are often busy attending to matters such student and parental concerns, budgeting, preparing reports, meeting some bureaucratic requirements and other more immediate organizational concerns. This lack of support to teachers especially in instructional supervision and their growth was an

obstacle to teachers' job satisfaction. Okoth (2008) also found that there was a positive correlation between instructional supervision and curriculum implementation. When it is done well, teachers are motivated to implement the curriculum in an appropriate manner. This first study here dealt with the supervision and evaluation challenges from a Canadian perspective. It was a case study of three highly performing provinces. The second study was on curriculum implementation. The current study links the challenges of supervisor support to the teachers' job satisfaction. The current study sought to fill this dearth.

In their study in Faisalabad, Pakistan, Iqbal, Aziz, Farooq and Ali (2016) established that the second best determinant of teachers' job satisfaction was supervisor support. Teachers were very happy with the behaviour of their supervisors. The best indicator was teaching responsibilities. This study used survey design with data collected from 322 public secondary school teachers. The current study also used survey design but with data collected from 486 public secondary school teachers. Pakistan is a developed country. It was therefore important to carry out the current study to determine if the findings were similar. In South Africa, Rensburg, Rothman and Diederecks (2017) concluded that supervisor support was key in determining the flourishing of teachers. It also influenced the teacher's decision on whether to remain in the profession or quit altogether. Teachers expect supportive behaviour from their supervisors by showing commitment in protecting the teachers' interests. They also expect their supervisors to keep their word and to grant them some level

of autonomy. This study concentrated on how supervisor support influenced the teachers' intention to stay or leave teaching. Although it discusses how supervisor support influenced the teachers' personal decisions, it did not show how teachers' job satisfaction was related to the support. The current study sought to accomplish this.

According to Shonje (2016), public secondary school teachers in Kisarawe District in Tanzania were found to be highly dissatisfied because inadequate supervisory support. The teachers hardly went through any in-service training, which reduced their chances of professional in terms of promotion. This study was carried out in a rural district in Tanzania. The study used a sample of 107 teachers. There was need to carry out a similar study in an urban setting, Nairobi County in Kenya with a bigger sample, 670 teachers.

In Kenya, Okoth (2000) found out that teachers in Nairobi, in terms of democratic leadership, rated higher their head teachers who had participated in various training programmes. This study did not consider how that leadership influenced the teachers' job satisfaction. The current study was concerned with the teachers' job satisfaction in public secondary schools in Nairobi, Kenya. Principals' leadership styles mean a lot to the teachers. According to Thuku, Kalai and Tanui (2018), majority of teachers derive job satisfaction from the support they get from their supervisors as they perform their tasks. This support included involvement in

decision-making and incentives from the supervisor. This study was carried out in public primary schools in Nakuru County. It used correlational research design. The current study involved public secondary school teachers in Nairobi County using survey design.

Attending seminars empowers and motivates teachers. Head teachers who embrace transformational leadership style enhance teachers' commitment and belief in their collective capacity. This motivates them to go beyond self-interests and gives a higher feeling of responsibility in solving problems (Okoth, 2018). This study dealt with transformational leadership style and linked it to supervisor support. It did show how that support contributed towards the teachers' job satisfaction. The current study explored how the supervisor's support influenced the teachers' work-life balance and their levels of job satisfaction. According to Wangari and Orodho (2014), when teachers perceive to be receiving sufficient support from their supervisor, their levels of job satisfaction increases. This study concluded that unless the main factors that were affecting teachers' job satisfaction (including supervisor support and appraisal, low salaries and heavy teaching load occasioned by the ever-increasing number in student enrolment) were addressed, many teachers were likely to leave their jobs in the following five years. This study was conducted in Nairobi County but on how to establish teachers' job satisfaction, and retain them in special schools. The current stud was interested in the mainstream public secondary schools

in Nairobi County. Furthermore, the current study did not deal with retention of teachers.

2.4 Teachers' workload and job satisfaction

The work of teachers is highly complex and with a wide range of tasks. Thus, often teachers multitask during the workday, a situation that sometimes leads to job dissatisfaction (Froese-Germain, 2014). They are often stressed and exhausted, causing high rates of absenteeism and burnout (Skaalvik, & Skaalvik, 2017). Goksoy and Akdag (2014) established that the workload of teachers in Finland was very high. Usually, teachers are expected to perform tasks, which are excluded from their job description. According to Jendle and Wallnas (2017), in Sweden, teaching was found to be the most stressful profession. Most teachers interviewed (90%) said they were stressed and feeling burnout and considered their workload as unreasonable. All these findings are from developed countries, which are perceived to have a lower teacher workload. It is on this basis that this study was carried out in Kenya to establish the influence of teachers' workload on their job satisfaction. Kumar and Prakash (2016) assert that in the recent years, teachers' workload has been increasing in both the workplace and stretching even beyond the workplace. They established that the educational managers faced an uphill task to ensure that the teachers handled manageable workloads. This study was carried out on teachers teaching in colleges in India. The current study was carried out in public secondary schools in Nairobi County, Kenya.

According to Punia and Kamboj (2013), a classroom teacher not only inspires learners but also creates a motivating classroom environment. For a teacher to be successful and productive, a healthy work life balance is paramount. Teaching demands a teachers' time in school and many times even at home since they have to prepare for the following day. Thus, the teacher works in a challenging environment and is therefore forced to spend extra hours daily in order to be effective and successful. Marmol (2019) found that teachers work over eight hours daily and many times work over the weekends and even holidays. This makes them to offer up their good health, family and personal domains. In her country, Philippine, teachers often are involved in performing non-teaching exercises like elections and other government out-reach activities and celebrations. The result of all this is work life imbalance, strain and stress for the teacher. In Kenya, teachers usually do not do government outreach activities although they are involved in electoral activities, many of them as officials. It was, thus, necessary to carry a similar study in Kenya where teachers do not perform mandatory government out-reach activities to establish their job satisfaction.

In many countries in Sub-Saharan Africa, teachers work in very stressful conditions. These nerve-racking conditions are characterized with heavy teaching loads, understaffing and high enrollments. This results in dissatisfied teaching force. Some teachers even opt out the teaching career, (SSenyonga & Hecker 2021). This study dealt with teachers' perceptions of job satisfaction. The study involved a small rural population of 12 public secondary schools in Southwestern Uganda. The current study

with a bigger population of 67 urban public secondary schools in Nairobi County, Kenya.

Job demands like the amount of time a teacher spends on academic matters and other compulsory school responsibilities, the position a teacher holds and the learner-teacher ratio determines whether a teacher is satisfied or dissatisfied (Nzomo, 2016). This research looked into factors influencing teachers' job satisfaction in public secondary schools in Machakos. The current study sought to fill this carry out a similar study in Nairobi given that it is the capital city of Kenya with more amenities than Machakos County. Moreover, with the passage of time, a lot might have changed. Otanga (2014) carrying out research in the coastal region of Kenya also established that teachers detested spending time in school on non-academic matters instead of being at home. This study researched on primary school teachers' personal characteristics and job satisfaction. Learners in primary schools need more close supervision from the teachers outside class than secondary students and so it is easier for the teachers to dislike the responsibility.

Secondary school teachers, apart from the classroom teaching, have many other responsibilities and a number of remedial lessons, large classes to handle, a lot of paper work among others. Occasionally, this causes moderate burnout (Sichambo, Maragia & Simiyu, 2012). This study involved 18 rural schools in Bungoma County

on teachers' burnout. There was need to carry out a study in Nairobi with a bigger sample on the influence of public secondary school teachers' workload on their levels of job satisfaction. Ngururi (2013) remarked that a teacher's workload determined on whether or not they could give individualized attention to the learners. He found out that a lot of workload aggravated by the large class sizes denied teachers an opportunity to prepare well for their lessons and this demotivated them. This study was on teachers' job satisfaction on pupils' performance in Kenya Certificate of Primary Examination (K.C.P.E.). The current study was concerned with secondary school teachers' job satisfaction.

In Kenya today, secondary school teachers are under immense pressure from the government, parents, politicians and local communities to deliver quality education to all learners (Sirima & Popoi, 2010). They add that teaching comes with other responsibilities like maintaining student discipline, participating in co-curricular activities, managing classes and guidance and counselling. With the Kenyan government having frozen teacher employment in 1998 and now only replacing those who leave the Teachers Service Commission (TSC), the teachers' workload is overwhelming. Ayodo (2009) said that the Kenyan scenario was more interesting because on one hand the government froze teacher employment in 1998 while on other hand it declared Free Primary Education (FPE) in 2003 and then declared Subsidized Secondary Education (SSE) in 2008. These studies were concerned with the influence of teachers' workload on job satisfaction over a decade ago. It was the

current study sought to establish the influence of workload on teachers' job satisfaction in Nairobi. Wanjiku (2018) researching on teachers' job satisfaction in Nanyuki Municipality found out that over 70 percent of the teachers were satisfied with their teaching loads. Only 30 percent complained that they were overloaded. Many schools had their own arrangements where they employed many teachers through their Boards of Management (B.O.M.) this greatly helped to alleviate the shortage of teachers that had become the order of the day. This is a recent study in an urban area. Thus, it was imperative to find out how teachers' job satisfaction was influenced by their workload in Nairobi County.

2.5 School environment and job satisfaction

Many studies have been carried to determine how the work environment affects the workers' levels of job satisfaction. A school environment includes the physical facilities available, learners' level of discipline and the serenity of the surrounding. Thus, a healthy school environment with user-friendly devices plays a role in balancing a teacher's work and life (Naz, 2017). In the recent past, teachers have grown in awareness and demand for usage of technology and gadgets (Noor, 2011). Some of these studies have widely adopted the Job Demands-Resources (JD-R) model in exploring the relationships between the characteristics of the work environment and employees' performance and well-being (Bakker & Demerouti, 2017). These job characteristics constitute job demands and job resources. These two job characteristics are core concepts that influence employees' stress and job

satisfaction, turnover, health issues and general performance. These concepts encompass the physical, emotional and cognitive demands, the resources at an organization's disposal, interpersonal, work and task levels (Bakker & Demerouti, 2014). Yin, Huang and Wang (2016) agrees that the JD-R model is a powerful framework to study the relationship between work environment and employees' performance and well-being. Using the JD-R model Hakanen, Bakker and Schaufeli (2006) found a relationship between job demands and job resources with levels of teacher engagement, burnout, health and organizational commitment. The key variables in this study were teachers' trust in their colleagues and their ability to regulate their emotions. The current study used different sub-variables to establish public secondary school teachers' job satisfaction.

Working environment comprises of things that surround a place of work (Meshane & Von Glinow, 2000). A school environment includes the physical facilities available, learners' levels of discipline and the serenity of the surrounding. In the recent past, teachers have grown in awareness and demand for usage of technology and related gadgets (Noor, 2011). A healthy working environment entails the management investing in employees' physical and mental health and caring about their general well-being. This develops them professionally and motivates them while preserving their work-life balance (Baltes, Clark & Chakrabarti 2009: Wright, 2014). Managers of educational institutions must be conscious of the working

environment. They should harmonize the physical environment of work with the needs and aspirations of individual employees. This will promote their job satisfaction (Lakshmi & Kumar, 2011). Educators are expected to give extra performance in terms of role behaviour besides the basic work of providing technical skills. This can be achieved through improved quality of work life (Yadav & Punia, 2013). All these studies were carried out in developed countries that are considered to be well endowed with learning and teaching resources. The current study was done in a developing country, Kenya.

The rate at which teachers are leaving teaching as a profession in the United States is alarming. The most affected schools are the high-minority, high-poverty and suburban schools. These schools are ill equipped. The beginning teachers are the ones leaving in big numbers. Most of them hardly work for five years (Ingersoll & Merrill, 2012). Kavenuke (2013) also concluded that many teachers quit their jobs because the schools did not have sufficient resources. According to Alliance for Excellent Education (2014), on average, 40-50 percent of young teachers in the United States left teaching in the first five years. This was because of inadequate resources especially in rural, high-minority and high-poverty schools. This trend was common in the afore-mentioned categories of schools because many times, the poor schools are forced to divert developing the teachers, recruiting, hiring among other needs. Thus, the beginning teachers soon quit teaching and so the cycle

continues (Grissom & Loeb, 2011). In their study, Gu and Day (2014) say that the socio-economic location of a school matters a lot in determining teachers' job satisfaction. This affects teachers' working life and productivity. All these studies were conducted in developed countries. The state of North Carolina in America was forced to start an induction program to curb the attrition of newly employed teachers. The new teachers could not cope with their new positions. The board of Education in that state started a course called Beginning Teacher Support Program. This course aimed at helping beginning teachers to quickly settle in their profession and not quit (Goldrick, Osta, Barlin, & Burn, 2012). With schools in America lacking resources and younger teachers leaving the profession early, it was important to investigate if teachers' working experience influenced their job satisfaction in Kenya. As if that is not enough, the study in North Carolina was interested in how to reduce the turnover of newly employed teachers.

Teachers in less motivating school environment get frustrated. This frustration manifests itself in form of teacher absenteeism, psychological withdrawal from work, aggressive behaviour towards learners and colleagues and early exits from the teaching profession (Badenhorst, George & Louw, 2008). Sims (2017) carried an analysis in 13 countries on teachers' data on school working conditions and learning environment. He concluded that in all the countries, students' discipline and the cooperation of teachers were significantly related to teachers' levels of job

satisfaction. Malinen and Savolainen (2016) did a longitudinal study on school environment and teachers' job satisfaction in Finland. They concluded that teachers who at the beginning of the year considered students to be highly disciplined also as teachers at the end of the year were highly satisfied with their jobs. This was a longitudinal study. The current study was a descriptive survey. Ayele (2014) researching on teachers' job satisfaction in Hadiya Zone in Ethiopia found out that the teachers were dissatisfied with the working conditions. In some schools there were no, or, inadequate computers, there was lack of internet services, some neighbourhoods did not have decent rental houses and lacked clean water. Moreover, some rural high schools were hard to access. This study concentrated on teacher's job satisfaction and commitment to the teaching profession in rural schools. The current study set out to establish the determinants of teachers' job satisfaction in Kenya's capital city, Nairobi.

In Ethiopia, a report by Voluntary Service Overseas, VSO, (2010) acknowledged that it is difficult to teach without basic resources like chairs, desks and tables. The motivation and satisfaction levels of teachers and the ultimate learner achievement levels is influenced by the socio-economic status of the school (Christie, 2010). They established that in South Africa, many rural schools were highly disadvantaged in comparison with the urban schools. Dehaloo (2011) concurs that most rural schools in South Africa are overcrowded; lack physical resources like

sanitation and clean water and learners are generally ill disciplined. Moreover, these schools exhibit insecurity cases whereby teachers are threatened and even assaulted whenever they are demanding from students that work be done. This is perceived to be undue pressure on the children. Christie's findings were from a report prepared comparing the availability of resources between rural and urban schools in South Africa. The current study was concerned with how such resources influenced teachers' work-life balance and their levels of job satisfaction. Dehaloo's study used a mixed-methods design with 100 teachers as respondents sampled from five rural secondary schools. The current study used descriptive survey design and sampled 670 teachers from 42 public secondary schools in an urban setting.

Teachers' job satisfaction improves when schools have adequate learning resources, the schools are easily accessible, and teachers are respected and are generally peaceful. Petty, Fitchett and O'Connor (2012), acknowledged the fact that teachers' remuneration was important in their job satisfaction. However, they also found out that teachers were more interested in small class sizes, access to technology and good student behaviour. Congested classes, noisy and uncomfortable working environment negatively affect teachers' personal lives (Mutwiri, 2015). This study delved on institutional factors affecting teachers' job satisfaction in mixed day secondary schools in Imenti South, a rural area. There was need to study how a public secondary school environment (both mixed schools and one gender schools, day schools as well as boarding schools) in an urban area (Nairobi) affects the

teachers' job satisfaction. Petty, Fitchett and O'Connor (2012), acknowledged the fact that teachers' remuneration was important in their job satisfaction. However, they also found out that teachers were more interested in small class sizes, access to technology and good student behaviour.

According to Otube (2014), teachers value a school environment that is comfortable, safe, and clean, close to home, has buildings that are in a good condition and with adequate tools and equipment. This study sought to determine the motivation levels of teachers in special schools in four provinces in Kenya without considering the teachers' work life balance. The current study was carried out in normal schools and explored the teachers' job satisfaction. Okoth (2014) found out that head teachers were not able to provide adequate resources for curriculum implementation. This reduced teachers' levels of job satisfaction. This study dealt with provision of instructional resources for environmental education but not general resources. The current study sought to establish how the provision of general resources influenced teachers' job satisfaction.

Teachers' do not only get motivated with the provision of teaching and learning resources but also their personal involvement in the maintenance of those resources. According to Kingi and Kalai (2018), the utilization of teaching and learning resources is enhanced when the teachers are involved in maintaining them. Thus, learning institutions should develop mechanisms that place teachers at the forefront

in the management of their teaching and learning resources. This study dwelt on the need to involve to teachers in the management of the school teaching and learning resources and how this involvement influenced their motivation. The current study sought to establish how the availability of the teaching and learning resources influenced the teachers' job satisfaction.

There are many more studies that have been conducted in Kenya that show how important the working environment is to teachers' job satisfaction. Illahuya (2014) says that teachers' job satisfaction increase when they work in a serene environment with adequate space and comfortable surroundings. Mwangi (2002) argues that teachers' job satisfaction is affected by poor school facilities, improper school disciplinary policy, among others. In the last few years, the government of Kenya has invested heavily in provision of resources to schools including buying set books for learners. This shift in government support may have changed things, hence the need for the current study.

2.6 Teachers' gender and job satisfaction

In the past, women were mainly restricted to the performance of domestic chores. Today, that is no longer the case. Both male and female are working. This has in turn created a lot of pressure on the female worker. Since the female worker is also a mother at home, she has to take of the children, the home and sometimes even the

extended family. This strains her and sometimes causes conflicts in the family. In the last fifty years, society has tremendously transformed its attitude in terms of the position and expectation of its male and female members. There has been more deliberate concern on what men and women can do as they work in order to succeed at work as well as in the family matters (Chhatrapati, 2017). Past studies have shown that men tend to display a greater psycho-physiological involvement in working activities (Konig & Cesinger, 2015) while women show a greater involvement in activities related to family life. This apparently conforms to gender stereotypes. However, according to Gerson (2014), families where childcare is shared by both parents, men are likely to experience similar levels of work-life conflict as women. According to, Nortje, Strydom, Beukes, Esterhuyse, and Westhuizen (2012), both male and female teachers enjoyed average levels of job satisfaction. All these studies were carried out in developed countries and the findings disagree. It was, therefore, necessary to carry out a similar study in Kenya to determine if there are differences arising from the duties assigned to female and male teachers and their respective levels of job satisfaction.

On his part, Hughes (2012) also found out that more male teachers were satisfied with their job. They had the longest stay in the profession than female teachers. However, female teachers were the majority in the profession. In their study in Sweden, Allodi and Fischbein (2012) found out that there were more male teachers

satisfied with their teaching workload than female teachers were. This study concerned itself with the perception of junior high school teachers on working conditions. The current study investigated the influence of teachers' gender on their levels of job satisfaction across public secondary school teachers in Nairobi County, Kenya. The teaching load of most public secondary school teachers in Kenya is usually higher than that of junior high schools in developed countries like Sweden. Thus, there was need to carry out the current study.

According to Tilak (2013), male teachers enjoyed higher levels of job satisfaction than female teachers did. Male teachers found work to be challenging but interesting at the same time. The male teachers were happy with the prospects of growth and personal development, good remuneration and career development opportunities. Clark (2002) asserts that teaching is a profession that has many female employees with diverse dimensions such as patterns of learning institutions, levels of authority, career identification among others. This makes an attractive area of study on work-family conflict. Acker (2015) adds that the teaching profession, compared to other professions, has the most overwhelming number of female than male members of staff and this makes it a more interesting area of study on job satisfaction. Clark's study used work-family border theory. The current study used equity theory of motivation. Acker's research was basically on teachers' gender. The current study considered teachers' gender as one of the four independent variables. Fitzmaurice (2012)

in his study on teachers' job satisfaction in Ireland found out that there was a significant difference in the scores of male and female teachers. He concluded that female teachers enjoyed higher levels of job satisfaction than male teachers did. This study was conducted in Ireland almost a decade ago. The sample size was a mere 115 participants. Hence, there was need to carry out the current study with 486 participants.

In their study, Lakshmi and Kumar (2011) found that women in private educational institutions faced many challenges. They often carried more of their responsibilities and commitments to accomplish them from home. This study was carried out on female teachers in private educational institutions. There was need to carry out a study on both female and male teachers in public secondary schools to establish if there is any relationship with this kind of study. Fatima and Sahibzada (2012) explored factors that led to work life imbalance among university lecturers in Pakistan. They found that male lecturers exhibited higher levels of work life balance than female lecturers did. This was attributed to the childcare role and more family responsibilities that the female lecturers had over their male counterparts. This study was carried out on lecturers. There was need to carry out a study on both female and male teachers in public secondary schools to establish if there is any relationship with this kind of study.

According to Barik (2017), the teaching profession requires a lot of empathy and patience and women are considered to be much more caring and empathetic than men. She adds that it is in school that women can easily work and feel friendly. In her research on female married teachers in India, she established that female married teachers were unhappy with the levels of their work life balance. This was mainly precipitated by the work demands. Somehow, they managed to work and live. They tried to alleviate their situation by getting house support from children, parents, in-laws, servants and even their husbands. They also chose to teach in nearby schools to save on travelling time. A similar study by Chhatrapati (2017) also found out that female school teachers exhibited high levels of work life imbalance as they were often overburdened with school workload, individual obligations coupled with daily family responsibilities. The first study dealt with married female teachers and their work life balance. The second study researched on female teachers' work life balance irrespective of their marital status. The current study explored both male and female teachers' job satisfaction regardless of their marital status.

On their part, Fatima and Sahibzada (2012) in their research on the determinants of work-life imbalance among male and female lecturers concluded that colleague support; spousal support and job resources had a positive relationship with work-life balance. On the other hand, unfair criticism at the workplace had a negative relationship with work-life balance. Other variables like childcare responsibilities, elder dependency and partner support when analyzed as independent variables gave

different results. This study dealt with university teachers in Pakistan, a developed country. The current study dealt with public secondary school teachers in a developing country. On their part, Ingersoll, Merrill and May (2014) found out that female teachers were more satisfied with their jobs than male teachers were. According to them, this was because the female teachers had accepted teaching knowing that it entailed motherly care to the learners. This went along with the traditional role that mothers played at home. Thus, men might have felt that this was not their domain. However, the study warns that these levels of teachers' job satisfaction by gender may vary with stages of career development. Moreover, the data used in the study was drawn from grade eight teachers of Mathematics and Science in Sweden. This study investigated the effect of teacher training on early attrition of teachers. The current study explored the influence of gender on teachers' job satisfaction. It collected data from public secondary school teachers who taught between form one and form four.

Msuya (2015) explored the levels of job satisfaction among public secondary schools in Mwanza District in Tanzania. He found out that female teachers exhibited a higher level of job satisfaction than the male teachers on two sub-variables did: relationship with the supervisor and the school environment. The findings concluded that female teachers enjoyed more collegial support than their male counterparts did. The study further concluded that female teachers indicated that they were more satisfied with female supervisors who spoke with authority and

confidence, had knowledge of the subject matter at hand, and were assertive and dynamic. This study was carried out in Tanzania and was a case study on the influence of extrinsic factors (hygiene factors) and socio-demographic factors on the levels of teachers' job satisfaction. The current study used descriptive survey design with the objective of establishing the determinants of public secondary school teachers' job satisfaction in Nairobi County, Kenya.

In the recent years, South Africa has focused more on the concept of work-life balance especially due to social transformations that have resulted to dual career couples and single- parent families (Motseke, 2013, Mafukata & Mudau, 2016). In Kenya and Sub-Saharan Africa, women continue to bear a disproportionate share of housework and childcare, and have to juggle between the demands of work and family, which contribute to work-family conflict among teachers with young children (Muasya, 2014). Muasya's study was a case study of women teachers in urban primary schools. In her other study, Muasya (2016) on work life balance of women working in Kenyan universities, she found out that the women needed daycare services and accommodation in those universities to improve on their levels of work life balance. Hence, there was need to do a comparative study on how teachers' gender in public secondary schools affect their levels of job satisfaction.

2.7 Teachers' perception of work-life balance and job satisfaction

When the concept of twenty-four hour economy set in, people were forced to rethink their working hours and schedules. This, coupled with worldwide competition between rival companies have either shifted or shaped worker's perception of work-life balance. As if that is not enough, cases of dual family workers have been on the rise. The implications have been more family responsibilities and increased workload at the place of work. Throughout the world, female workers have witnessed their position in the society drastically transformed due to high social pressure and the changing financial times (Chhatrapati, 2017). The result of this has been less time at home for the female worker. Haider and Azmi (2018) posit that the labour market has changed drastically in the last few decades. It is no longer the man being viewed as the sole breadwinner but dual earner couples. This has in turn altered the workers perspectives and expectations. The workers are increasingly aware of the need to strike a balance between their work and personal life. This has resulted into both men and women experiencing high demands from the family and the workplace.

According to Tanvi and Fatima (2012), not long ago, the perception of work-life balance became popular for striking a balance between working time and leisure time. This has given it more attention throughout the world. People looking for employment are making their decisions based on how well their workplace can

sustain a balance between their personal lives and jobs. This study was carried out in the banking industry. Banker worker have more options on where to work. Teachers' options are limited mainly to schools. Thus, there was need to carry out the current study to assess how work-life balance influenced teachers' job satisfaction in the light of these limited options. Mukhtar (2012) asserts that in every workplace, the standards of quality and performance are usually generated according to the workers' ability. However, usually employees work depending primarily on how they manage to balance between the household and workplace. This research was done in the United States of United States, a developed country, about a decade. It did not deal with teachers. The current explores teachers' job satisfaction as a consequence of teachers' perception of their work-life balance.

When workers manage to balance between personal life and work, these two aspects enhance the worker's job satisfaction. In the absence of this, the employees exhibit work fatigue, stress levels increase and both work and family relations are strained (Bataineh, 2019). The focus of work life balance is on two main aspects called achievement and enjoyment (Manikandan, Subalakshmi and Abdulla, 2017). This is to say that a teacher aims at having job satisfaction (enjoyment) and at the same time growing professionally (achievement). Thus, a working teacher attains a positive work life balance when he or she is achieving as well as enjoying their professional and personal life. This study dealt with college teachers in India. Colleges differ with public secondary schools in many facets: environment,

workload, learners' composition and maturity level among others. The current study focused on how work-life balance influenced teachers' job satisfaction in public secondary schools. Mingao (2012) researching on "Filipino Teachers' Stress Levels and Coping Strategies" asserted that teachers most of the time suffered from stress-related incidents. These incidents left some of the teachers overworked, emotionally drained, underpaid, burned-out, sick and tired. In some cases, some teachers felt alienated from their own families and schools. Such teachers exhibited poor relationships with others and even performed poorly inside and outside the classroom. This study was concerned with teachers' stress levels and coping mechanism. The current study dealt with teachers' perception of work-life balance and its influence on their job satisfaction.

In many Western countries, employees in many organizations now prioritize work-life balance over better salaries. They expect a balance of work and family involvement, balanced time and fair satisfaction (Wong, Bandar & Saili, 2017). In their study, Kinman and Jones (2008) found out that psychological distress and job satisfaction were the strongest factors that were related to work life conflict. He further reckons that of all the academics surveyed more than half of them complained of being stressed because of being compelled to regularly work at home during evenings. Kinman and Jones study was done over a decade ago in England in general academics. The current study focused on public secondary schools in Nairobi County, Kenya. Mercado (2017) contends that achieving a balance between

work responsibilities and family responsibilities is one of the biggest challenges in many professions. This study explored work-life balance among university teachers in Pakistan. The current study focused on public secondary school teachers in Nairobi County, Kenya.

Perry, Menec, Struthers, Hetchter and Schonwetter (2007) argue that during one's teaching career, a teacher encounters challenges in trying to achieve a balance between personal and professional life due to lack of clear boundary between work and personal life. In fact, the past decades have witnessed an increase in the levels of stressors in academia. It is believed that these stressors in academia have been slowly eating away the operating abilities of universities. This study was a longitudinal one on teachers in post-secondary institutions. Moreover, it was carried more than a decade ago and a lot has changed in the educational sector all over the world. The current study was a descriptive survey in public secondary schools. Haider and Azmi (2018) also found out that lack of work-life balance among teachers and doctors hindered their growth in family life and left them dissatisfied with their job. They concluded that work-life conflict had a negative relationship with the job satisfaction of teachers and doctors. The teachers were found to have a higher work-life balance and job satisfaction levels than the doctors. This was a comparative study between teachers and doctors in India. The current study sought to determine the influence of work-life balance on teachers' satisfaction in public secondary schools in Nairobi County, Kenya.

Work life balance for teachers refers to their ability to attain an optimum between their professional and personal life (Marmol, 2019). Punia and Kamboj (2013) concur that the teachers experience work life imbalance when they lack balance between the domains of work and personal life. They further explained that work life balance entailed having priority in terms of attention, pleasure, health, family, time, personal well-being, friends and spiritual attributes as well as emotional and physical demands of a career and professional work. These findings were derived from studies in higher institutions of learning. The current study dealt with teachers in public secondary schools.

According to Onukwu, Tiebebedigha and Okojide (2020), teachers often have to find a reason to be committed to the school. Their commitment to the school arises from three components: normative or obligation-based, affective or desire-based and continuance or cos-based. In the normative or obligation-based commitment, teachers are committed to the school because they feel obliged to or that it is the right thing to do. The affective commitment means that the teachers devote themselves to the school because they are emotionally attached to it. In the continuance commitment, teachers continue working because of the salaries and other fringe benefits they receive. Thus, they fear that leaving the profession may be costly. This explains why in Kenya whenever the government threatens to sack striking teachers, some teachers immediately return to work. This study was done in Nigeria focusing on teachers' commitment to the school. The current study

focused on teachers' perception of work-life balance and how that influences their job satisfaction.

Job satisfaction of employees increase when the employer has in place good work-life balance initiatives. Such initiatives include leave policies and flexible work schedules. In the absence of such initiatives, the organization experiences negatives effects such as high rates of absenteeism, high employee turnover and general decline in production (Kasau, 2017). . This study was carried out in the Ministry of Finance and Economic Planning in Kitui County. The current study dealt with teachers in Nairobi County. It is easier to have flexible work schedules in the Ministry of Finance and Planning than in a school setting.

Kamau, Mukaya and Wagoki (2013) researched on work-life balance practices on employees of Eco Bank. They conclude that employees' job satisfaction was heavily influenced by work-life balance practices like flexible work schedules and support from colleagues. In another study, Muli (2014), researching on the relationship between work-life balance practices and the performance of employees of Kenya Commercial Bank found out that there was a positive influence of these practices on employees' performance. Such practices included human resource support, financial incentives and work-family support services. These two studies were both carried out in the banking sector. The current study was carried out in the educational sector. Moreover, what gives a bank employee job satisfaction may not

be necessarily what will give a teacher job satisfaction. Employees of the bank might derive job satisfaction from the amount of profits their bank makes at the end of a financial year whereas a teacher will derive job satisfaction from the learners performance.

2.8 Teachers' work experience and job satisfaction

All over the world, many employers look for employees who are experienced. This is because they believe that experience is part of the competency needed. Moreover, many large organizations readily pay more to hire on depending on one's professionalism and work experience (Wahyudi, 2018). Many findings from previous studies revealed conflicting results regarding the influence of teachers' working experience on their levels of job satisfaction. This was because different countries have different education systems with their own varied educational features and teachers' working conditions (Kraft, Marinell, & Shen-Wei Yee, 2016). Internationally, there is growing evidence to suggest that a non-linear pattern exists in the relationship between teachers' job satisfaction and their working experience. Thus, the results continue depicting inconsistent patterns (Toropova, Myberg and Johansson, 2019). Owings and Kaplan (2013) concluded that teachers' dissatisfaction with their jobs followed a U-shaped curve. The older teachers who were nearing retirement and the newly employed teachers were the ones who quit teaching at a higher rate. The middle experienced group was more stable and more

satisfied with their jobs. It was imperative to carry out the current study to determine if there existed any similar relationships with these previous studies.

Teachers in their early years of working, usually between 1-10 years, tend to have a higher job satisfaction. This can be attributed to the fact that they are more enthusiastic and positive in their work. However, on the other hand, the more experienced teachers also enjoy higher job satisfaction because they can easily work given their experience and mastery of content (Yavuz, 2018). Msuya (2016) asserts that younger teachers work harder and show higher levels of job satisfaction as they envisage opportunities for promotion. However, the older teachers tend to be more satisfied because they do not want to leave their jobs and try new ones. The more experienced teachers exhibit higher levels of job satisfaction because they have already invested their time and other resources through their jobs. All these studies were carried out in developed countries. This necessitated the current study in a developing country. Moreover, the study by Yavuz (2018) dealt with teachers in schools of learners with special needs. The current study was carried out in schools whose learners are not considered to have special needs.

According to Karthikeyan and Dhas (2015), an aging workforce seriously considers how to juggle between the workplace and other activities that are important to them. These activities include retirement plans, spending more time with the family and taking part in sports and recreation. Dhas (2015) asserts that younger generation

think of working longer hours with the 24-hour economy at the back of their mind. On the other hand, the older generation are demanding different arrangements that take care of their life style. This study concentrated on work-life balance, the current study focused on teachers' job satisfaction. Younger employees have higher affinity to technology; they are looking for quick success and instant results (Pyoria, Ojala, Saari & Jarvinen, 2017). Teachers in this category may find teaching dissatisfying and easily want to change jobs. Conversely, some of them are very optimistic and work very hard in order to be considered for promotion (Wolor, Pratama, Aditya & Purwana, 2020). They have a higher desire to get what they want and will be satisfied with that (Putriastuti & Stasi, 2019). All these studies focused entirely on how work experience influence workers' work-life balance. The current study was interested in how the work experience influenced teachers' job satisfaction.

According to Pyoria, Ojala, Saari and Jarvinen (2017), employees who were born in the 1980-2000s are so much into technology. They do not persevere in the workplace because they expect instant results. They easily give up and even look for new jobs or challenges. Thus, job satisfaction is shaky. However, they are very confident, optimistic and usually want to do their best. If the results are positive, they derive job satisfaction from it (Wolor, Pratama, Aditya & Purwana, 2020). Younger employees in the present world lack commitment to the organization are less satisfied with their jobs and are ready to leave any time for better career opportunities. However, they are easily satisfied whenever they feel their

supervisors grant them some freedom, there is flexibility in the work schedules and their leaders are caring (Putriastuti & Stasi, 2019). All the above studies were interested in establishing how content the millennials were at workplace. Furthermore, all these studies dealt with workers in different sectors other than education. They did not do a comparison of various groups of workers in terms of their work experience. The current study investigated the relationship between teachers' work experience and their job satisfaction.

In Canada, Klassen and Chiu (2011) found out that both newly employed and the most experienced teachers exhibited low levels of job satisfaction. On the other hand, teachers in their mid-teaching experience showed higher levels of job satisfaction. The beginning teachers did not care much about their profession. In fact, to them, teachers' turnover and retention did not matter much. Those teachers who were about to retire also cared less about teachers' attrition and retention. This study was carried out in Canada where both pre-service and practicing teachers have more career options than in Kenya. It was, therefore necessary to carry out the current study to establish if in a developing country the teachers' working experience influenced their job satisfaction. Furthermore, the current study was concerned with practicing only unlike the previous study that also addressed itself to pre-service teachers. According to Ingersoll, Merrill and May (2014) newly employed teachers showed low levels of job satisfaction in Philadelphia because as beginners, they needed time to settle. Similarly, teachers who were more

experienced but approaching retirement age also showed low levels of job satisfaction because they were not enthusiastic with their jobs. This study investigated the effect of the kind of training that new teachers got had on their attrition levels. The current study addressed itself to all teachers, beginners, moderately experienced and the most experienced. Moreover, this current study did not consider teacher training as a sub-variable.

In their study in Sweden, Allodi and Fischbein (2012) found out that beginning teachers had low levels of job satisfaction. They felt that they did not have the professional autonomy they needed to enjoy their jobs. Meanwhile, the more experienced teachers showed higher levels of job satisfaction which was attributed to the vast professional experience that they enjoyed. Pedra (2013) in his longitudinal study in United States established that many young teachers were highly dissatisfied with their jobs. The study concluded that 42 percent of teachers who had taught for not more than five years quit teaching. This study was interested in reasons for high teacher career turnover among beginning teachers. It was a longitudinal study. The current study investigated the influence of teachers working experience on their levels of job satisfaction. It was a descriptive survey design.

In their study in elementary schools in the United States, Shen, Leslie, Spybrook and Ma (2012) established that the more experienced teachers were more satisfied with their jobs than the less experienced teachers were. This study was done in

elementary schools. The learners' characteristics and teaching loads in elementary schools are different from the learners in secondary schools. The current study was done in public secondary schools. Chan (2014) in his study on programs that were in place to effectively induct and mentor K-12 teachers discovered that beginning teachers were more dissatisfied with their teaching responsibilities than the more experienced teachers were. The study recommended that more induction programs be organized by school managers to help the teachers to perform better, found themselves well and ensure stability in the teaching profession. This study investigated how induction programs could help to curb teacher attrition. It collected data from K-12 teachers. The current study was concerned with how teachers' working experience influenced their job satisfaction. It collected data from public secondary school teachers who taught between form one and form four.

Studies in school districts in the South Eastern United States indicate that many young teachers are leaving their jobs to leave with their parents. Most of them cannot cope with the teaching responsibilities. Others complain that the cost of living is high yet they have to service student loan debts. They opt out of their jobs in order to continue living with their parents (Bleemer, Brown, Donghorn & Van Der Klaaw, 2016). This study was a correlational one. It used purposive sampling where only 227 teachers were the respondents. The current study was a descriptive survey. It used stratified and simple random sampling. This study involved 486 teachers and 42 principals.

2.9 Summary of literature review

From the foregoing literature review, it is apparent that majority of the studies reviewed on teachers' work-life balance and levels of job satisfaction were done in developed countries. Moreover, most of them drew samples from universities, colleges and or primary schools. Furthermore, those done regionally and locally only dealt with one of the sub-variables of work-life balance and job satisfaction among public school teachers. Thus, there is need to carry out a study in Nairobi County to establish the influence of work-life balance in its entirety on teachers' job satisfaction. This literature review is summarized in Table 2.1.

Table 2.1 Summary of literature review

Author	Topic	Sample	Design	Gap
1. Afshar and Doosty (2014)	Investigating the Impact of Job Satisfaction/Dissatisfaction on Iranian English Teachers' Job Performance	64	Descriptive	Only English teachers
2. Raymond (2018)	A Case Study Exploring Teacher Job Satisfaction and Retention Issues in a Large Urban Oklahoma School District. Oklahoma	6	Case study	Not descriptive and includes retention
3. Njue (2010)	Job satisfaction among secondary school Teachers in Nairobi province	621	Ex post facto	Over a decade ago, will use survey
4. Mukururi and Ngari (2014)	Influence of work-life balance policies on Job satisfaction in Kenya's banking sector	240	Descriptive	Banking not educational
5. Mwangi, Boinett, Tumwet and Bowen (2017)	Effects of work-life balance on employees' Performance in Institutions of higher Learning: A case of Kabarak university	70	Descriptive	University not public secondary schools.
6. Sumanasena, Nawastheen and Jayawardena (2020)	Job Satisfaction of Teachers Working in the most Difficult Schools, in Puttalam Education Zone, Sri Lanka	93	Survey	In hardship areas
7. Wangari and Orodho (2014)	Determinants of Job Satisfaction and Retention of Special Education Teachers in Primary Schools in Nairobi County, Kenya	75	Descriptive survey	Special education teachers in primary schools
8. Rensburg, Rothman and Diederecks (2017)	Supervisor Support, Flourishing and Intention to Leave in a Higher Education Setting	339	Survey	University staff, not public secondary teachers
9. Thuku, Kalai and Tanui (2018)	Relationship between Supportive Leadership Style and Teachers' Job Satisfaction in Nakuru County, Kenya	348	Correlational	On leadership style in primary schools
10. Nzomo (2016)	School Factors Influencing Job Satisfaction among Public Secondary School Teachers in Machakos Town Sub-County, Kenya	225	Descriptive correlational survey	Smaller population in Machakos

From Table 2.1, there are several gaps that previous studies reviewed herein have left. The study by Afshar and Doosty (2014) was concerned with job satisfaction/dissatisfaction on Iranian English teachers. There was need to explore the determinants of teachers' (in all subjects) job satisfaction in Nairobi County, Kenya. Raymond (2018) researched on teachers' job satisfaction and retention issues. This was a case study of six urban schools in Oklahoma District. The current study was a descriptive survey in 486 public secondary schools in Nairobi County, Kenya. This study did not focus on teachers' retention issues. Njue (2010) studied secondary school teachers' job satisfaction in Nairobi province. This study is over a decade old. A lot has changed in the education sector. There was need to carry out this study to determine public secondary school teachers' job satisfaction in Nairobi County, Kenya. Sumanasena, Nawastheen and Jayawardena (2020) using descriptive survey, studied teachers' job satisfaction in hardship areas in Puttalam Zone in Sri Lanka. The current study was carried out in an urban area, Nairobi County, Kenya. Wangari and Orodho (2014) researched on determinants of job satisfaction and retention of special education teachers in primary schools in Nairobi County. Their sample size was 75 special education teachers. The current study dealt with public secondary school teachers in Nairobi County. Its sample size was 486 teachers.

In Kenya, Mukururi and Ngari (2014) and Mwangi, Boinett, Tumwet and Bowen (2017) researched on work-life balance and employees' job satisfaction. These

studies were in the banking sector and higher institutions of learning respectively. Hence, there was need to research on how work-life balance influenced public secondary school teachers' job satisfaction in Nairobi County, Kenya. Rensburg, Rothman and Diederecks (2017) carried out a study on supervisor support, flourishing and intention to leave in a higher educational setting. There was need to research on how supervisor support influenced teachers' job satisfaction in public secondary schools in Nairobi County, Kenya. Thuku, Kalai and Tanui (2018) studied the relationship between supportive leadership style and teachers' job satisfaction in Nakuru County, Kenya. Their study was correlational. The current study was done in Nairobi County, Kenya. It was a descriptive survey and did not deal with leadership styles. Nzomo (2016) researched on school factors influencing job satisfaction among public secondary school teachers in Machakos County, Kenya. His study was descriptive correlational survey with a sample size of 225. There was need to carry out a descriptive survey study in Nairobi County, Kenya with a bigger sample (486 teachers).

2.10 Theoretical framework

This study adopted the Equity Theory of motivation propounded by John Stacy Adams in 1963 (Patricia & Asoba, 2021). Adams, developed this equity theory of motivation in New York where he worked as a psychologist in research. According to this theory, individuals compare the ratio of their inputs and outcomes to the

input-outcomes of other individuals. Inputs include age, educational qualifications, working experience, effort expended in the work among others. Outcome variables include pay, promotion, leave time and interest in the job (Sun, 2016). The individuals also compare what they offer as service and what they get in return as remuneration. Thus, this theory argues that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work situations. According to this theory, therefore, employees who think that they are under-rewarded for their input at the place of work will experience distress. Such employees will do whatever they can to either reduce their input or will demand better rewards (Ryan, 2016). Whenever a worker perceives of inequity in the comparison they act to reduce the perceived inequity by attempting to alter his or her inputs or outcomes or even the inputs or outcomes of the other person (Tien, 2018). When compared to other people, individuals want to be compensated fairly for their contributions. This has been represented by the following equation.

$$\frac{\textit{Person's outcome}}{\textit{Person's input}} = \frac{\textit{Other's outcome}}{\textit{Other's input}}$$

Employees will compare their levels of education, working experience and training with the outcomes they receive such as remuneration, supervisor support and other intrinsic rewards. Others will compare their seniority, age, sex and skills with outcomes such as job status, fringe benefits and seniority benefits (Guerrero, Andersen & Afifi, 2014)

In the educational setting, teachers in Kenya compare the supervisory support, duties assigned to male and female counterparts, workload and their working environment with those in the civil service with similar qualifications. If from the comparison, the teachers think that they are disadvantaged they feel dissatisfied. For instance, a civil servant will ordinarily work from eight to five while a teacher in a boarding school has longer working hours. The boarding master or mistress is sometimes in charge of evening preps that ends not earlier than nine at night and has to ensure that the students settle in their dormitories. The same teachers has to ensure the students wake up early for morning preps. Meanwhile, teachers in day schools go home as early as four in the evening and report to work around seven in the morning. In this regard, teachers in boarding schools and especially those with evening and early morning duties have very long working hours. They often feel disadvantaged over their colleagues in day schools or even in the public service.

Teachers in public secondary schools may compare their workload with their colleagues' in private secondary schools. Depending on input-outcome ratio, they will feel satisfied or dissatisfied. For instance, some private schools especially the church sponsored ones highly encourage their teachers to spend enough time with their families which may not be the case in public secondary schools. According to Akhtari, Nashmi and Naqvi (2010) and Ahmed (2014), teachers in public secondary schools were more satisfied than those in private schools. Teachers who are in the same job group but teaching in schools of different categories like national and sub-

county schools may compare their workload. Depending on how much input they have to offer in each school category and the amount of time each has for personal life, they may feel satisfied or dissatisfied. Moreover, national schools are usually well endowed with teaching and learning resources unlike the sub-county schools. For instance, teachers in national schools have more access to computers than their colleagues in rural sub-county schools. Furthermore, students in national schools are usually more disciplined because of the school culture that they inherit than those in up-coming sub-county schools that may take long to establish a school culture. When such teachers compare their input-output ratio, their levels of job satisfaction are likely to differ because of the school environment.

Teachers also may compare the responsibilities they are assigned outside classroom teaching as male or female (Lassabille & Gomez, 2020). If either gender feels they are assigned more or less responsibilities and yet they earn the same remuneration, their levels of job satisfaction are likely to be a reflection of the same (Ahmed, 2014). Generally, when a teacher's needs are met by the work-life balance determinants then the teacher is satisfied with his or her job. For instance, some principals may grant paternity leave to their teachers while others may insist that the concerned teachers make arrangements to teach their lessons before taking a few hours' off daily during the time of paternity leave. Male teachers in schools where principals do not grant paternity leave may feel dissatisfied when comparing

themselves with their colleagues in schools where their principals grant paternity leave.

The equity theory does not recognize the fact that an individual's power to change the inputs or outcomes of their comparative other might be limited. It propounds that when employees perceive of inequity, they retaliate out of anger (Al-Zahreh & Almadi, 2021). This theory assumes that a public secondary school teacher can alter the working schedule of a public servant or of a teacher in another school. This is not possible. It is also not easy to measure with absolute accuracy a worker's input in a given profession. For example, two different professionals working for eight hours may have very different amount of input. Although the theory is not a complete explanation of workers' motivation, it describes the various work place facets that educational managers should appreciate. The application of this theory can be generalized in many relationships between employer and employee. Since it deals with people's feelings of equity and justice, people are inclined to appreciate it more than many other theories in social sciences (Al-Zawahreh & Al-Madi (2021). Ibinwangi, Chiekezie and Comfort (2016) investigated this equity theory of motivation and its relevance in higher institutions of learning in Nigeria. In their findings, they argue that this theory contributed a lot in the employees' performance. They recommended that educational institutions bear in mind the need to be fair and just in the way they treat their employees. Al-Zawahreh and Al-Madi (2021) also assert that despite the shortcomings associated with the equity theory of motivation,

it remains one of the most considered theories lately by human resource managers especially for justice in the outcomes. Employees do not just consider the rewards they get as an economic benefit but also as an element of fairness or justice. It is worth managers in education to understand that if teachers' equity is not restored then their levels of job satisfaction and job performance are hampered.

2.11 Conceptual framework of determinants of teachers' job satisfaction

The conceptual framework is a visual diagram that captures the main variables to be studied and the presumed relationships among them (Mwangi, Boinett, Tumwet & Bowen, 2017). The dependent variable is job satisfaction while the independent variable are the determinants of teachers' job satisfaction as shown in Figure 2.1.

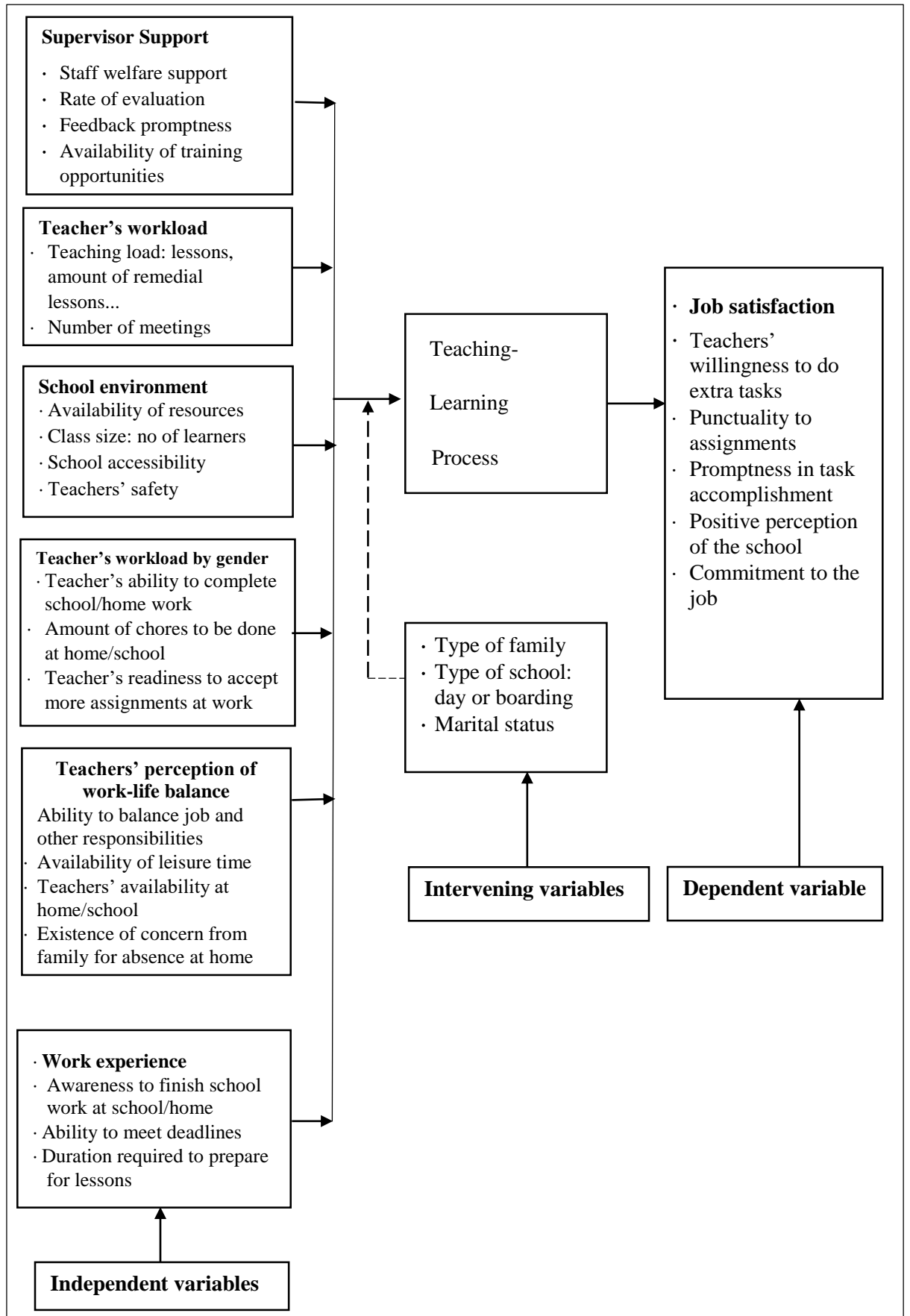


Figure 2.1 Conceptual framework of determinants of teachers' job satisfaction

From Figure 2.1 job satisfaction is realized by secondary school teachers when the school management conforms to work-life balance policies, teachers easily get leave, staff welfare is highly valued and supervisors give feedback promptly. It is also achieved when schools have friendly working hours with many training opportunities, manageable workloads, manageable deadlines and teachers get ample time to be with their families. These results into increased job satisfaction exhibited in committed staff, low absenteeism and punctuality among others. On the contrary, teachers lack job satisfaction when the working hours are long, the workload is high, there is less supervisor support and the teachers have less family time among others.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter on research methodology discusses the research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

Research design is a master plan showing methods and procedures used to conduct scientific research (Creswell, 2012). This research used descriptive survey design, which is concerned with describing the characteristics of a particular individual or of a group (Kothari, 2004). A survey approach facilitates the collection of data from a large group of respondents in a highly economical manner (Mugenda & Mugenda, 2003). This research design entails asking questions through questionnaires and interviews to many respondents to find out why things are the way they are (Orodho, 2009). According to Hejase and Hejase (2013), descriptive research design involves describing data collected by condensing it and presenting in plots or numerical quantities that are easy to understand. This design was appropriate for the study to explore what the determinants of teachers' job satisfaction were among public secondary school teachers. This design enabled the researcher to get information on how supervisor support, teachers' workload, school environment, teachers' gender,

teachers' perception of work-life balance influenced and the teachers' working experience influenced the teachers' job satisfaction. From this information, the researcher was able to analyze the data and make generalizations.

3.3 Target population

According to Kothari (2019), a target population is any list of individuals who share some characteristics that are of interest to a researcher. This study targeted 83 public secondary schools and 1759 public secondary school teachers in Nairobi County (County Director of Education Office, 2019).

3.4 Sample size and sampling procedures

A sample is a set of respondents selected from a larger population for the purpose of a survey (Salant & Dillman, 1994). Using Krejcie and Morgan sampling table as illustrated by Memon, Ting, Hwa and Ramayan (2020) 67 public secondary schools were sampled out of the 83 public secondary schools in Nairobi County. The sampling matrix is as shown in Table 3.1.

Table 3. 1 Sampling matrix

	Category	Population	Sample	Total
Principals/ Schools	1. National	6	4	
	2. Extra- county	6	4	
	3. County	43	36	
	4. Sub- county	28	23	67
Teachers	1. National	282	60	
	2. Extra- county	239	60	
	3. County	743	360	
	4. Sub- county	412	190	670

From Table 3.1, this study involved 67 public secondary schools in Nairobi County arrived at through stratified sampling and simple random sampling. The schools were stratified into four categories: national, extra-county, county and sub-county schools. The names of all the schools in each stratum were each written on a piece of paper, folded and placed in four different boxes, as per their stratum. Using sample ratio, the number of sampled schools was randomly drawn from each stratum. There being 6 national schools and 6 extra-county schools, 4 schools were randomly sampled from each of these strata. From the 43 county schools, 36 schools were randomly sampled. Finally, from the 28 sub-county schools, 23 schools were sampled. These 67 sampled schools translated to 67 principals that were involved in this study. The principals were involved in order to corroborate the teachers' responses. The study through simple random sampling involved 670 teachers from the 67 sampled schools, this being 40% of the total 1676 (excluding principals)

public secondary school teachers in Nairobi County. According to Gordan (2001) and Mugenda and Mugenda, (2003), a sample size of 10 to 20 percent is appropriate for social sciences. However, if the population is small, this could go up to 30 percent (Gall, Gall & Borg, 2010). According to Orodho (2009), simple random sampling gives each unit an equal probability of being selected and is least likely to cause bias. Each stratum was assigned the sample equivalent to its ratio.

3.5 Research instruments

This study used questionnaires to collect data from the teachers and an interview schedule for the principals. Using different methods to collect data helps in reducing bias (Best & Kahn, 2006). It makes the research in-depth hence enriching the findings (McMurray, Pace & Scott, 2004).

3.5.1 Teachers' questionnaires

Questionnaires as asserted by Cooper and Schindler (2018) are generally much less expensive and do not consume a lot of time in their administration. Creswell, (2018) notes that questionnaires provide an approach that is relatively simple and straight forward in studying values, attitudes and motives. Moreover, they can be easily adapted to collect data from almost any human population. Thus, they were appropriate for gathering data from public secondary school teachers.

The teachers' questionnaire had the following sections: Part A; Demographic information, Part B; Supervisor support Part C; Teachers' workload, Part D; School environment Part E; Teachers' Performance of duties by gender, Part E; School environment and Part F Job satisfaction. The questionnaires involved the respondents showing their levels of agreement or disagreement to items on a five-level Likert Scale. The responses were labeled as: 1 strongly disagree, 2 Disagree, 3 Neutral, 4 Agree and 5 strongly agree. The responses were scored depending on whether the item was positively or negatively stated. The negatively stated items or questions were re-coded.

3.5.2 Principals' interview schedule

This a set of questions, structured or unstructured, used to collect data (Lunenburg & Beverly, 2008). Unlike other methods of data collection that could just depict data more abstractly; an interview schedule gives a more illustrative dimension hence enabling a reader to understand it better (Gillham, 2000). The interview schedule for principals consisted of open-ended questions for the principals to respond to with more freedom but sticking to the objectives of the study. All the questions were aligned to the six dimensions of teachers' job satisfaction namely: supervisor support, teachers' workload, the school environment, teachers' gender, teachers' perception of work-life balance and work experience.

3.6 Validity of the instruments

Orodho (2009) defines validity of instruments as the degree to which the empirical measure (instrument) measures what it is supposed to measure. It is the concern to establish whether the findings are really about what they appear to be (Creswell, 2018). To achieve validity, the study adapted variables used in similar studies. To determine content validity, the researcher ensured that the questions were clear and not ambiguous and in line with the study objectives. The questionnaires and the interview schedule were also subjected to expert and professional judgment of the supervisors as recommended by Best and Kahn (2006). The instruments also had a wide range of items that measured all the variables and sub-variables involved in the study.

A pilot study with 12 teachers as recommended by Julious (2005) was carried out. This was done in three schools with four teachers from each school. A pilot study, otherwise known as pretesting, is the process of field-testing the questionnaires with surrogate participants, that is, individuals with characteristics similar to those who were involved in the main study (Cooper & Schindler, 2018). It was a necessary exercise for it helped the researcher to overcome any potential practical challenges that he would have encountered in the process of the actual data collection. The mishaps that were noticed were adjusted accordingly (King & Wincup, 2000). During the pretesting two statements on workload were removed because they were

similar with others on teachers' gender. These three schools were then left out from the main study since the respondents had prior knowledge of the study

3.7 Instrument reliability

Creswell (2018) defines reliability as a measure of the degree to which a research instrument yields consistent results after repeated trials. To ensure reliability, the test-retest method was used. The same questionnaires were administered after an interval of two weeks to the same pilot group and then scored manually. The Pearson's Product-Moment correlation coefficient was computed using the two sets of scores. The results were at 0.715. With the correlation coefficient ranging between 0-1, alpha value at 0.70 and above is considered high enough to deem the instrument reliable (Kothari, 2004).

3.8 Data collection procedures

A letter was obtained from the National Commission for Science, Technology and Innovation to allow the researcher to carry out this study. The researcher made a courtesy call to the County Director of Education in Nairobi County where he obtained a letter. The letter was taken to the principals of the involved schools for permission. Once permission had been granted, the researcher arranged with the respective principals the date and the time to administer the questionnaires and to hold an interview with them.

3.9 Data analysis techniques

The data for this study were derived from questionnaire and interview responses. The data were analyzed using quantitative as well as qualitative methods. Each item in the six independent variables was given a code for identification. These data were then keyed in a computer. Using the Statistical Package for Social Science (SPSS) version 22, factor analysis was done to clean the data. Items with low loadings were removed. The interview responses were analyzed through inductive method and put in themes (Charmaz, 2016). Thus, the principals' responses were read and put in common themes in line with the research objectives. Descriptive statistics, using Microsoft Excel, was performed to analyze quantitative data in order to generate percentages and standard deviations. Using null hypotheses, multiple regression analysis was done for teachers' responses. Previous studies carried out in this area, as noted by Kangure (2014) recommended the use of multiple regression models: Jawaharrani & Susi (2010), Cawe (2006), Bond (2004), Straub (2012), Simard (2011), Hekman (2007), Poelmans, Chinchilla and Cardona, (2003). Therefore, to establish the influence of supervisor support, teachers' workload, school environment, teachers' gender, teachers' perception of work-life balance and teachers' working experience on job satisfaction, the following model was adopted.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \epsilon \dots$$

Where Y = Job Satisfaction

β_0 = Constant term

$\beta_1 - \beta_4$ = slopes coefficients representing the influence of the various independent variables over the dependent variable.

X_1 = supervisor support

X_2 = teachers' workload

X_3 = school environment

X_4 = teachers' gender

X_5 = teachers' perception of work-life balance

X_6 = teachers' work experience

ε = Error term

3.10 Ethical considerations

Ethical considerations are principles that are geared towards guiding any scientific study (Fleming, 2018). The researcher got authorization to carry out this study from the National Commission for Science, Technology and Innovation and The Ministry of Education. The researcher explained the purpose of the study to the respondents especially through the permission of the principals. Thus, the respondents made informed consent to participate in this study. They were informed that the data collected were to be used for academic purpose only. They were reminded not to write their names or names of their schools on the questionnaires for confidentiality of their identity. The respondents were also requested to participate in the study without coercion or intimidation. The researcher made it clear to the respondents

that there were no negative consequences or repercussions to their refusal to participate in the study. The researcher carried out this study and reported the findings honestly, reliably and credibly. Finally, this study met the requirements of The Turn-It-In report.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

5.1 Introduction

This chapter focuses on data analysis, presentation and interpretation. These are study findings collected through questionnaires administered to teachers and interviews held with principals. The chapter begins with response rate, demographic information followed by presentation, analysis of data and interpretation of the findings. The study had the following six objectives: to determine; the influence of supervisor support on teachers' job satisfaction; the influence of workload on teachers' job satisfaction and the influence a school environment has on teachers' job satisfaction. This study also sought to establish the influence of teachers' gender on teachers' job satisfaction; the influence of teachers' perception of work-life balance on teachers' job satisfaction and the influence of teachers' work experience on their job satisfaction.

5.2 Response rate

This sub-section shows the number of questionnaires and interview schedules that were completed and returned. Table 4.1 shows the response rate.

Table 4.1 Response rate

Categories	Instrument	Number Issued	Returned	Percent
Teachers	Questionnaire	670	486	72.5
Principals	Interview schedule	67	42	62.7

From table 4.1, the instrument return rate was high. This could be attributed to the fact that the researcher explained the topic to the principals and some teachers who identified with it. Mugenda and Mugenda (2003) and Morton, Bandara, Robinson and Atato-Carr (2012) assert that 50 percent and above is a good basis for a study. Thus, both instruments yielded acceptable data for the study.

5.3 Demographic information

The study gathered information about the teachers' gender and teaching experience. It also sought to know from the principals for how long they had served as principals in their present schools.

4.3.1 Distribution of teachers by gender

The study required teachers to indicate their gender. This was important since the study sought to establish whether gender as a variable influenced teachers' levels of job satisfaction as concluded by Chisaka and Gichinga (2018). In the last fifty years, society has tremendously transformed its attitude in terms of the position and

expectation of its male and female members (Aeran & Kumar, 2015, Lassabille & Gomez, 2020). There has been more deliberate concern on what men and women can do as they work in order to succeed at work as well as in the family matters (Chhatarapati, 2017). Past studies have shown that men tend to display a greater psycho-physiological involvement in working activities (Konig & Cesinger, 2015) while women show a greater involvement in activities related to family life. According to Aytac (2015) and Saiti and Papadopoulos (2015), the issue of teachers' gender in relation to job satisfaction is a sensitive one given that in the recent times many women have joined the profession. Haider and Azmi (2018) assert that there is a significant difference in work-life conflict between male and female teachers. The issue of gender balance has been of great concern to the government of Kenya. The government endeavors to provide equal opportunities to both male and female employees in recruitment, remuneration, promotion, training opportunities and working conditions among others (Republic of Kenya, 2013). The staffing needs of every school must address equity (KEMI 2014). The distribution of teachers involved in this study by gender is shown in Table 4.2.

Table 4. 2 Distribution of teachers by gender

Gender	Principals		Teachers	
	Frequency	%	Frequency	%
Male	17	40.48	194	39.92
Female	25	59.52	292	60.08
Total	42	100	486	100

From table 4.2 there were more female principals available for the researcher's appointment. This was partly because there were more girls' schools in the sample than boys' schools. There were also more female teachers in the sampled schools than male.

4.3.2 Teachers' professional experience

The study sought to establish the distribution of principals by their professional experience as established by Shafi (2016), Toropova, Myberg and Johansson (2019) and Yavuz (2018). Teachers who have served for a long period of time were likely to have experienced a lot in trying to balance between work and personal life. Less experienced teachers were likely to have more challenges trying to settle down in the profession. The following were the distributions.

Table 4. 3 Distribution of teachers by professional experience

Teaching experience (years)	Frequency	Percentage
1-5	175	36.0
6-10	101	20.8
11-20	67	13.8
Over 20	143	29.4
Total	486	100

The Table 4.3 shows many teachers (36.0%) had experience of 1-5 years. Following the increase of student enrolment as a result of subsidized secondary education, the government has been replacing teachers who leave the service. This has seen many young teachers join the profession. With the many opportunities for further study and amenities in the capital city, many teachers (29.4%) had taught for over 20 years. Msuya (2016) asserts that younger teachers work harder and show higher levels of job satisfaction as they envisage opportunities for promotion. However, the older teachers tend to be more satisfied because they do not want to leave their jobs and try new ones. This kind of balanced experience was useful in giving a fair response to the questions in the study.

4.3.3 Principals' duration of service in the current school

This study also gathered information on how long the principals had served in their current schools as principals. The researcher considered that the length of service would put the principals in a better position to understand issues of teachers' job satisfaction and therefore respond to the questions more appropriately. The findings are presented in Table 4.4.

Table 4.4 Principals' duration of service in current school as principals

Duration of service (years)	Frequency	Percentage
1-2	9	21.4
3-4	22	52.4
5-6	8	19.1
Over 6	3	7.1
Total	42	100

From Table 4.4 majority of principals (52.4%) had served in their current schools in that position for between 3-4 years. With only a few (21.4%) having served for less than three years, this means that there was a bit of consistency in the leadership of the sampled schools. Thus, the principals were better placed to discuss issues of teachers' work-life balance in their schools.

The following sections present the findings and discussions of various objectives.

5.4 Supervisor support and job satisfaction

Employees value supervisor support, as they are aware that the supervisor's evaluation of their performance is often communicated to the executives (Eisenberger & Stinglhamber, 2011). Workers usually face a variety of job-related stresses, which affect them both at work and at home. According to Sumanasena, Nawastheen and Jayawardena (2020) school managers and policy makers need to consider seriously the support that supervisors give to their teachers. That support together with teachers' interpersonal relationships and school policy and administration significantly contribute to the teachers' job satisfaction. Thus, the school administrators and policy makers cannot afford to ignore these aspects if they have to retain teachers. Unless they are helped to deal with them, this could adversely affect their work and lead to a less than satisfactory service to clients (Nzile, 2012). When teachers perceive to be receiving sufficient support from their supervisor, their levels of job satisfaction increases. Unless the main factors that were affecting teachers' job satisfaction (including supervisor support and appraisal low salaries and heavy teaching load occasioned by the ever increasing number in student enrolment), were addressed, many teachers were likely to leave their jobs in the following five years (Wangari & Orodho, 2014). Table 4.5 shows a summary of how teachers responded to the various sub-constructs on supervisor support to show how satisfied they were with their job.

Table 4.5 Teachers' responses on supervisor support and their job satisfaction

Statement	N	Mean	Std. Dev	Skewness	Kurtosis
i. My principal contributes money to support a teacher who is bereaved.	486	4.22	0.843	-2.124	4.827
ii. My principal readily permits me to attend to my personal matters.	486	4.87	1.06	-1.043	0.815
iii. My principal calls me if one of my family members is or I am sick.	486	4.31	1.20	-0.363	-0.712
iv. My principal values training opportunities.	486	5.12	1.023	-1.209	0.857
v. My principal cannot visit me if I am sick or bereaved.	484	2.13	1.201	0.931	-0.16
vi. My principal does not encourage me to pursue further studies.	486	2.11	1.324	0.782	-0.416
vii. My principal does not give feedback promptly.	486	3.16	1.285	0.899	0.016
viii. My principal does not encourage me to live my personal life well.	486	3.11	1.213	0.984	-0.019

From Table 4.5 the means show how much value teachers attached to the support they received from their principals. The highest form of supervisor support that teachers enjoyed was the value the principals attached to training opportunities ($M=5.12$; $SD=1.023$). This support was highly skewed to the left. This was within the normal distribution given that the kurtosis was 0.857. The principals' readiness to give teachers permission to attend to their personal matters was the second highest ($M=4.87$; $SD=1.06$). This support was also highly skewed to the left. This was also normal distribution given that the kurtosis was at 0.815. The third form of support that the teachers acknowledged was the principal calling them when they or members of their families were sick ($m=4.31$; $SD=1.20$). This was negatively skewed but within normal distribution with kurtosis at -0.712. The fourth form of supervisor support was principal contributing money to support a teacher who is bereaved. This had $M=4.22$; $SD=0.843$ and was negatively skewed. However, with kurtosis of 4.827, the distribution was outside the normal range. The fifth form of supervisor support was the principal giving feedback promptly ($M=3.16$; $SD=$). This was positively skewed and within normal distribution (skewness =0.899, kurtosis =0.016).

The sixth form of supervisor support was the principal encouraging teachers to live their personal life well ($M=3.11$; $SD= 1.213$). The seventh form of supervisor support was the principal visiting teachers who are sick or bereaved ($M=2.13$; $SD= 1.201$). This was positively skewed at 0.931. It was within normal distribution with

kurtosis of -0.16. The least form of support was the principals encouraging teachers to pursue further studies ($M=2.11$; $SD=1.324$) and was highly skewed to the left. These results on principals encouraging teachers to pursue further studies agree with those of (Abuya, Admassu, Ngware, Onsomu & Oketch 2015) who established that the levels .of teachers' job satisfaction reduced tremendously whenever the teachers sensed a decline in training opportunities.

The following section discusses the teachers' responses to every sub-constructs on supervisor support.

Table 4.6 Teachers responses on aspects of supervisor support

Statement: My principal:		SA	A	N	D	SD	Total
i. Contributes money to support a teacher who is bereaved.	F	294	156	18	10	8	486
	%	60.5	32.1	3.7	2.1	1.6	100
ii. Readily permits me to attend to my personal matters.	F	147	213	72	16	38	486
	%	30.2	43.8	14.8	3.4	7.8	100
iii. Calls me if one of my family members is or I am sick.	F	114	122	141	41	68	486
	%	23.5	25.1	29	8.4	14	100
iv. Values training opportunities.	F	204	178	50	23	31	486
	%	42	36.6	10.3	4.7	6.4	100
v. Cannot not visit me if I am sick or bereaved.	F	223	107	66	43	47	486
	%	45.9	22	13.6	8.8	9.7	100
vi. Does not encourage me to pursue further studies.	F	236	121	81	20	28	486
	%	48.5	24.9	16.7	4.1	5.8	100
vii. Does not give feedback promptly.	F	187	153	67	37	42	486
	%	38.5	31.5	13.8	7.6	8.6	100
viii. Does not encourage me to live my personal life well.	F	114	223	56	44	49	486
	%	23.5	45.9	11.5	9.1	10.1	100

4.4.1 Principals' willingness to contribute money towards a bereaved teacher

Teachers were asked to show how satisfied they were with their job by responding to the statement “My principal contributes money to support towards a teacher who is bereaved”. Majority of them (60.5%) were very satisfied and a further 32.1 percent satisfied that their principal contributed money to help a bereaved teacher. Only 3.7 percent were neutral whereas 2.1 percent dissatisfied and 1.6 percent very dissatisfied that their principal did not contribute money to help teachers who were bereaved. Such feelings from teachers help to show their satisfaction with the supervisor support. This resonates well with Mohamed and Ali (2016), Iqbal, Aziz, Farooqi and Ali (2016) and Tas (2017) who established that employees with good support from their supervisors view their employers as generally caring about their well-being and this leads to affective commitment to the organization. Usually teachers have their welfare groups that handle matters like bereavement. Moreover, the teachers' unions also have arrangements in place that address matters bereavement.

4.4.2 Principals' readiness to permit teachers to attend to their personal matters

The teachers responded to the statement “My principal readily permits me to attend to my personal matters” to show how satisfied they were with their job. From Table 4.6, majority (74%) of the teachers (30.2 percent of the teachers were very satisfied while 43.8 percent were satisfied) that their principals readily permitted them to

attend to their personal matters. With 14.8 percent remaining neutral, 3.4 percent dissatisfied and 7.8 percent very dissatisfied, the bigger percentage acknowledged the principals' readiness to allow them to attend to their personal matters. This could be an indication of how principal's value work as well the teachers' personal lives. Teachers often look up to the principal as a role model and therefore the principal should appreciate the need to have a happy staff at work as well as in life outside work (Punia & Kamboj, 2013). These findings concur with those of Muasya (2016) who found that permission to attend to personal matters was the greatest form of instrumental support teachers received from the supervisor. This is corroborated by the some responses from the interview the researcher had with the principal.

Thirteen out of the forty two (33.3%) principals that were interviewed said that every teacher had one free afternoon to attend to their personal matters. Moreover, some principals like principal number 11 confirmed:

“One can always ask for permission to attend to their personal issues. After all I know I am dealing with human beings.”

Principal number 7 said, *“A teacher is not restricted in the school any time they do not have a lesson.”*

“Each teacher gets one afternoon off in a week to attend to personal errands,” said principal number 9.

Thus, teachers get permission quite often to attend to their personal matters. Some supervisors have adopted more proactive strategies like one afternoon off to help teachers in the endeavor to balance between work and personal life. This varies from one school to another. Thus, majority of the teachers were highly satisfied with their jobs based on how readily the principal gave them permission to attend to personal matters.

4.4.3 Principal calling teachers during sickness

The teachers were asked to respond to the statement “My principal calls me when I or one of my family members is sick”. From the responses in Table 4.6, 14 percent were very dissatisfied while 8.4 percent were dissatisfied because their principals did not call them in times of sickness. A total of 29 percent remained neutral while a higher percentage (25.1%) were satisfied with 23.5 percent very satisfied that the principal called them when they or members of their families were sick. This show of concern gives a sense of recognition and acceptance to the teachers. Thus, most teachers (48.6%) were satisfied with their job based on the principal calling them when they or members of their families were sick. Afolabi and Loto (2008) found out that in Nigeria, the principal is overworked with responsibilities such as helping

teachers to adopt the right teaching methods, motivating teachers, providing learning and teaching facilities, routinely checking lesson notes, observing classroom curriculum delivery, regularly monitoring student performance and giving feedback on the same. Kieleko, Kanori and Mugambi (2017) concur that the principals' workload greatly affected their ability to offer instructional supervisory services and promptly give feedback. With these kinds of duties, it is good enough for 25.1 percent and 23.5 percent of the teachers to be satisfied and very satisfied respectively that the principal calls them when they or members of their families are sick.

4.4.4 Principals' value of training opportunities

The teachers' responses to the statement "My principal values training opportunities" as presented in Table 4.6 show that majority of teachers (42.0%) were very satisfied and another big percentage (36.6%) satisfied that the principal valued training opportunities. From these findings, majority of teachers (78.6%) were satisfied with their job based on their principals valuing training opportunities. These findings resonate well with those of Sirima and Popoi (2010) who found out that teachers' job satisfaction decreased tremendously if they sensed limited training opportunities for their career advancement. However, only nine out of the forty two principals interviewed said that they gave their teachers training opportunities as a way of developing staff welfare. In their study in Faisalabad, Pakistan, Iqbal, Aziz,

Farooq and Ali (2016) also established that the second best determinant of teachers' job satisfaction was supervisor support. Teachers were very happy with the behaviour of their supervisors such as the importance they attached to training opportunities and promotion. These findings also support those of Ingersoll, Merrill and May (2014) and those of Kraft, Marinell and Shen-Wei Yee (2016) who found out that the teachers' job satisfaction increased with the availability of opportunities for professional development. These training not only improved the teachers' performance but also enhanced teachers' retention.

The interview with the principals confirmed that there a number of principals who valued staff development through training opportunities.

“I encourage staff to develop professionally through attending workshops and conferences,” said principal number 16.

“I am happy many of my teachers have been able to go back to school for higher education.” These were the words of principal number 24.

“I allow teachers and encourage them to go for further studies,” remarked principal number 35.

There was 10.3 percent that remained neutral, 4.7 percent was dissatisfied and 6.4 percent very dissatisfied. This shows how important the principals recognize the value of training opportunities for the teachers. The results of this study disagree with those of Ayele (2014) who established that most public school teachers (92.4%) in Hadiya Zone in Ethiopia were highly dissatisfied with the level of training opportunities. These training opportunities should involve expertise on work-life balance to impart training and counsel teachers who have work-life balance issues (Punia and Kamboj, 2013). Training teachers through structured experiences helps them to overcome anxiety, confusion and concern about their responsibilities and in turn makes them more attached to the institution (Poohongthong, Surat & Sutipan, 2014).

Training is an important aspect in teacher development. Supervisors should embrace it at all times. However, from my personal experience as a teacher, some principals are reluctant to allow teachers to attend some training especially during teaching days. They prefer to have the lessons go on uninterrupted to teachers attending training. This is unfortunate considering that the government has invested in developing policies that are geared towards enhancing teachers' continuous professional development. With the advent of Competence Based Curriculum (CBC), the need for teachers' continuous professional development cannot be gainsaid.

4.4.5 Principals' support to teachers in sickness or bereavement

The teachers' responses on "My principal cannot visit me when am sick or bereaved" as shown in Table 4.6 revealed that principals seemed not to care a lot about the teachers' well-being out of school. Only a small group of teachers was very dissatisfied (9.7%) or dissatisfied (8.8%) that the principal could not visit them when they are indisposed or bereaved. Some were neutral (13.6%) about it. Most teachers (45.9%) were very satisfied or simply satisfied (22%) with the statement that the principal cannot visit them when they are sick or bereaved. It is discouraging for principals to only grant permission of leave to teachers but not to be there physically to offer emotional support. According to Rofcanin, Las and Baker (2017) and Khan, Shah, Haider, Aziz and Kazmi (2020) concluded that a supervisor who is more understanding during family crisis helps to alleviate work-family conflicts. However, given the many tasks the principal performs in a school, it is not easy to find time to visit teachers who are sick or bereaved.

4.4.6 Principals' support to teachers in pursuing further studies

Teachers were given the statement "My principal doesn't encourage me to pursue further studies" to determine how satisfied they were with their job. Their responses as shown in Table 4.6 indicate that majority of teachers (48.5%: very satisfied) strongly agreed with the statement while some more (24.9%: satisfied) agreed with the statement that their principals did not encourage them to pursue further studies.

This means that most teachers (73.4%) were not satisfied with their job based on the principal not encouraging them to pursue further studies. Sixteen point seven percent remained neutral while 4.1 (dissatisfied) percent agreed and only 5.8 percent (very dissatisfied) strongly agreed with the statement. Principals expect teachers to be fully committed to their duties and be always available to attend to their responsibilities. This could be the reason why many principals do not encourage their teachers to pursue further studies. It is also common for teachers who have furthered their studies to seek greener pastures in terms of teaching in colleges and universities. In the recent past, there has been trend that has seen many teachers enrolling for masters and doctoral degrees. Their main aim has been to enable the teachers to move to higher-level institutions of learning or even leave teaching altogether (Gathara, 2011; Ng'ethe, 2013; Ekabu, 2018). Since the TSC takes time before replacing teachers who have left schools, it is understood why many principals want to keep their teachers in school.

4.4.7 Teachers' perceptions on principals' promptness in giving feedback

According to Shusha (2013), employees develop a positive attitude towards their work when they receive prompt positive feedback. Teachers gave responses to the statement "My principal does not give feedback promptly" as shown in Table 4.6. Only 8.6 percent (very dissatisfied) strongly disagreed and 7.6 percent (dissatisfied) disagreed that the principal did not give feedback promptly with 13.8 percent remaining neutral. Many teachers (31.5%: satisfied) agreed and many more (38.5%:

very satisfied) strongly agreed that the principal did not give feedback promptly. Thus, 70 percent of the teachers were not satisfied with their principals because they did not give feedback promptly. Employees usually view feedback as the supervisor's, and by extension, the organization's orientation towards them (Eisenberger, Stinglhamber, Becker, Karagonlar, Neves & Gonzalez-Morales, 2010, Krasman, 2012, Dobbeleaeer, Prins and Van Dongen, 2013). In their study, LoCascio, Smeaton and Waters (2016) found out that teachers were very happy with supervisors that gave feedback promptly, were flexible and cared about their success. This endeared the teachers to their schools hence reducing chances of them leaving such schools.

Failure to give prompt feedback is a cause of employees' dissatisfaction. This is similar to what Kodavatinganti and Reddy (2019) in their study found out, that most teachers were yearning for personal and confidential feedback from their supervisors. Raymond (2018) similarly found out that most teachers who had resigned in Oklahoma District complained that their supervisors did not recognize them. Sometimes they either did not the teachers feedback or even gave using inappropriate language and attitude. Urick (2016) asserted that the supervisor has to create a conducive environment from which to give useful feedback. This was necessary to maintain the teachers' dignity among their colleagues as well as students. Such feedback also motivates the teachers, boosts their morale as well as improving their relationship with their supervisors.

4.4.8 Principals' encouragement to teachers to live their personal lives well

Achieving work-life balance is of great significance to all teachers. This will help them excel in their both careers and families (Navarathinam, 2016). Teachers were asked to respond to the statement “My principal does not encourage me to live my personal life well” in order to determine how satisfied they were with their job... Their response as shown in Table 4.6 indicate that majority of teachers strongly agreed (23.4%: very satisfied) or agreed (45.9%: satisfied) that the principal did not encourage them to live their personal lives well. Thus, majority of the teachers were not satisfied with their job on the basis of their principals not encouraging them to live their personal life well. This resonates well with the responses that the principals gave. Only four out of forty two indicated that they talked to the teachers who had challenges balancing between work and personal life.

Principal number 19 said, “Personal lives should not interfere with the schoolwork. However, where one is not able to balance the teacher is talked to.”

Only 10.1 percent (very dissatisfied) strongly disagreed with 9.1 percent (dissatisfied) disagreeing that the principal did not encourage them to live their personal lives well. Some (11.5%), however, remained neutral. Some principals left the teachers to decide how to live their personal life.

“Life is a personal choice. Teachers who choose to live their personal lives well do so. Those who don’t, is up to them,” remarked principal number 26.

These findings concur with those Muasya (2015), Powell, Greenhaus, Allen and Johnson (2019) and Ademola, Tsetetsi and Gbemisola (2021) who established that some supervisors, according to some teachers, were not even aware of the work-life balance challenges that their teachers were undergoing. Such supervisors thought that challenges associated with work-life balance arose from outside the work place and therefore it was the teacher’s responsibility to manage it. This ignorance could be as a result of lack of sensitivity training on the part of the supervisor. However, some teachers also feel that managing work-life balance is their personal responsibility and therefore the supervisor should not be involved in it.

Linear regression was carried out on the first hypothesis to determine if there was any significant influence of supervisor support on the levels of teachers’ job satisfaction ($\alpha = 0.05$ level of significance).

H₀₁: There is no significant relationship between supervisor support and levels of job satisfaction among public secondary school teachers in Nairobi County.

Table 4.7 shows a summary of the linear regression analysis.

Table 4.7 Influence of supervisor support on teachers' levels of job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.524	.155		22.195	.000
	Supervisor support	-.146	.036	-.214	-4.084	.000

Predictor (constant): Supervisor support

Dependent Variable: Job satisfaction

From Table 4.7 there is a significant influence of supervisor support on the levels of teachers' job satisfaction as shown by the significance level at .000 ($p < 0.05$). For every increase in supervisor support, the level of teacher's job satisfaction decreases by 14.6 percent. This is possible because a teacher who receives a lot of support from the principal will be expected to give more commitment to the school, for example by spending more time working. Put differently, teachers who feel more supported by their supervisors feel obliged to invest more time and energy in their work than their personal lives. As a result, such teachers end up feeling dissatisfied with their job. However, Kaiyom, Rahman and Mustaffa (2021) assert that the more support teachers get, the more they give back to the school. This difference in the findings is possible because some people are very grateful while others are not.

Thus, the null hypothesis that there is no significant influence of supervisor support on the levels of teachers' job satisfaction was rejected.

5.5 Teachers' workload and job satisfaction

Teaching is a highly complex profession with a wide range of tasks. Thus, often teachers multitask during the workday, a situation that sometimes leads to work-life imbalance (Froese-Germain, 2014). They are often stressed and exhausted, causing high rates of absenteeism and burnout (Skaalvik, and Skaalvik, 2017). Job demands like the amount of time a teacher spends on academic matters and other compulsory school responsibilities, the position a teacher holds and the learner-teacher ratio determines whether a teacher is satisfied or dissatisfied (Nzomo, 2016). According to Jendle and Wallnas (2017), in Sweden, teaching was found to be the most stressful profession. Most teachers (90%) interviewed said they were stressed and feeling burnout and considered their workload as unreasonable.

Table 4.8 shows a summary of the teachers' responses on how their workload affected their job satisfaction.

Table 4.8 Influence of teachers' workload on job satisfaction

	N	Mean	Std. Dev	Skewness	Kurtosis
i. My teaching responsibilities interfere with my personal life.	486	3.53	1.326	0.464	-0.83
ii. I often carry schoolwork to continue with it in the house.	486	4.66	1.213	-0.859	-0.156
iii. Sometimes I engage my family members or friends to help me finish marking.	352	1.88	1.154	1.321	0.533
iv. I hardly meet deadlines in scheming, lesson plans, setting and marking exams.	486	1.99	1.182	1.109	0.282
v. I am not satisfied with my teaching responsibilities.	486	2.15	1.14	0.928	0.09
vi. My weekends are not planned around schoolwork.	486	3.69	2.059	0.053	0.528
vii. I am happy with the school environment for it gives me time to live my life.	486	4.61	1.081	-0.652	-0.228

On teachers' workload, the highest mean ($M=4.66$; $SD=1.213$) was on the statement about teachers' carrying schoolwork to finish at home. This was negatively skewed but within the normal distribution with kurtosis of -0.156. This was followed by the statement on teachers being happy for the school environment gave them time to live their personal life ($M=4.61$; $SD=1.081$). This was moderately skewed to the left but within the normal distribution. The third highest mean was on the statement "My weekends are not planned around school work" ($M=3.69$; $SD= 2.509$). This was positively skewed but within normal distribution with kurtosis at 0.528.

The fourth highest mean was on the statement "My teaching responsibilities interfere with my personal life" ($M=3.53$; $SD=1.326$). This aspect was positively skewed and within normal distribution with kurtosis at -0.83. The fifth highest mean was on the statement "I am not satisfied with my teaching responsibilities" ($M=2.15$; $SD=1.14$). This aspect was positively skewed and within normal distribution with kurtosis at 0.928. The statement "Sometimes I engage family members or friends to help me finish marking" recorded the lowest mean ($M=1.88$; $SD=1.154$) and was positively skewed and within normal distribution with kurtosis of 0.533. The second lowest mean came from the statement "I hardly meet deadlines in scheming, lesson plans and setting and marking exams" ($M=1.99$; $SD=1.182$). It was positively skewed and within the normal range with kurtosis at 0.282.

The individual statements drew the following responses summarized in Table 4.13.

Table 4.9 Teachers’ responses on the aspects of workload

Aspects of workload		SA	A	N	D	SD	TOTAL
i. My teaching responsibilities	F	39	77	97	131	142	486
interfere with my personal life.	%	8	15.8	20	27	29.2	100
ii. I often carry schoolwork	F	47	54	86	101	198	486
to continue with it in the house.	%	9.7	11.1	17.7	20.8	40.7	100
iii. Sometimes I engage my family	F	23	62	53	247	101	486
members or friends to help me							
finish marking.	%	4.7	12.8	10.9	50.8	20.8	100
iv. I hardly meet deadlines in	F	22	31	76	231	126	486
scheming, lesson plans, setting							
and marking exams.	%	4.5	6.4	15.6	47.5	26	100
v. I am not satisfied with my	F	196	151	81	17	41	486
responsibilities.	%	40.3	31.1	16.7	3.5	8.4	100
vi. My weekends are not planned	F	124	119	107	75	61	486
around schoolwork.	%	25.5	24.5	22	15.4	12.6	100

4.5.1 Interference of teaching responsibilities with teachers’ personal life

Teachers were posed with the statement “Teaching responsibilities interfere with my personal life”. Their responses as shown in Table 4.9 indicate that majority of teachers (46.9%: 27.0% dissatisfied and very dissatisfied 29.2%) denied that teaching responsibilities interfered with their personal life. This was encouraging. Despite the many responsibilities that teachers have they still manage to live their life. This is out sacrifice since teaching responsibilities are demanding and can even

kill a teacher's creativity (Barik, 2017). These findings agree with those of Wanjiku (2018) who, researching on teachers' job satisfaction in Nanyuki Municipality, found out that over 70 percent of the teachers were satisfied with their teaching loads. Only 30 percent complained that they were overloaded. Many schools had their own arrangements where they employed many teachers through their Boards of Management (B.O.M.). This greatly helped to alleviate the shortage of teachers that had become the order of the day. In the current study, some teachers were neutral (20.0%) meaning that they were not sure if their responsibilities interfered with their personal life. This happens because it is hard to measure work-family conflict in an absolute manner (Murphy & Doherty, 2011). A further 15.8 percent agreed (satisfied) while 8.0 percent strongly agreed (very satisfied) that teaching responsibilities interfered with their personal life. This was an indication that not many teachers were experiencing job dissatisfaction.

These findings diverge from those of Kumar and Prakash (2016) who found out that most teachers were dissatisfied with their teaching loads. They assert that in the recent years, teachers, workload has been increasing in both the workplace and stretching even beyond the workplace. The findings of this study also disagree with those of Mutwiri (2015) who found out that majority of teachers (68.8%) in Imenti South District in Kenya were dissatisfied with their workload. These teachers complained of shortage of teachers that led to them being overburdened. This is possible since the shortage of teachers in Kenya is higher in rural schools than in

urban schools. However, the findings of this study converge with those of Nzomo (2016) that showed that majority of public secondary school teachers in Machakos Town Sub-County were satisfied with their responsibilities, both in class and outside class. Machakos is in Nairobi Metropolitan and therefore the staffing might not be as bad as in Meru.

4.5.2 Amount of schoolwork teachers carry home

Teachers responded to the statement “I often carry school work to continue with it in the house” as shown in Table 4.9. The results show that majority of teachers (61.5%) did not carry schoolwork to continue with it in the house for 20.8 percent disagreed (dissatisfied) while 40.7 percent strongly disagreed (very dissatisfied). This contrasts with some studies both from the West and even in Kenya. Shernoff, Mehta, Atkins, Torf, and Spencer (2011) found out that many teachers, both male and female, often carried their duties like marking and grading home to continue even over the weekend.

In Kenya, Sichambo, Maragia and Simiyu (2008) concluded that teachers in Bungoma District often carried work schoolwork to finish at home. This contrast can attributed to the fact that in the recent past the government has continuously replaced teachers who have left employment. Moreover, most schools have employed teachers on BOM terms even for teachers who were away for even one

month as indicated by 24 principals out of 42 (56%). Only 17.7 percent remained neutral. Some teachers opt to stay in school longer after working hours to finish marking. Meanwhile there were some teachers who strongly agreed (9.7%: very satisfied) and others agreed (11.1%: satisfied) to have been carrying schoolwork to continue with it at home. This means that most teachers were likely to be aware of the need to live their personal life after work.

4.5.3 Assistance teachers seek to finish marking

The teachers' responses on "Sometimes I engage my family members or friends to help me finish marking" as seen in Table 4.9 show that very few teachers (17.5%) agreed to have, sometimes, engaged their family members or friends to help them finish marking for only 4.7 percent were very satisfied and 12.8 percent satisfied with the statement. With some remaining neutral (10.9%), it was evident that teachers were managing to do marking by themselves. Majority of teachers strongly disagreed (50.8%: dissatisfied) seeking help in marking as some disagreed (20.8%: very dissatisfied). These findings agree with those of Illahuya (2014) who found out that some teachers even wanted more contact hours with the learners to help them improve on their performance. As reported by Muasya (2015), some teachers have organized departmental team teaching and team marking. This helps all members of the department to meet the deadlines.

4.5.4 Extent to which teachers meet deadlines of academic related tasks

Teachers responded as shown in Table 4.9 to the statement, “I hardly meet deadlines in scheming, lesson plans and setting and marking exams”. According to these findings, majority of teachers were managing their workload in terms of preparing schemes of work, lesson plans, setting and marking of exams. Many disagreed (47.5%: dissatisfied) as others strongly disagreed (26.0%: very dissatisfied) with the statement that they hardly met deadlines. This means that these teachers accomplished their tasks within the required time. Only 15.6 percent were neutral while 6.4 percent (satisfied) agreed to hardly meeting deadlines with only 4.5 percent (very satisfied) strongly agreeing. Despite teachers having many responsibilities, it was encouraging to note that many of them still met the set deadlines. These findings disagree with those of Raymond (2018) who found that public high school teachers in Oklahoma District were battling with heavy teaching load for more than two decades. This could be because of differences in teaching loads. In developing like Kenya, the teacher-student ratio is estimated to be good at 1:40 while in developing countries like the United States is at 1:31.

4.5.5 Teachers’ satisfaction with their teaching responsibilities

Teachers were presented with the statement “I am not satisfied with my responsibilities”. Their responses as shown in Table 4.9 revealed that many teachers were either agreed (31.1%: satisfied) or strongly agreed (40.3%: very satisfied) with

the statement that they were not satisfied with their teaching responsibilities. These results contradict those of Iqbal, Aziz, Farooq and Ali (2016) who in their study in Pakistan established that the best indicator for teachers' job satisfaction was teaching responsibilities followed by supervisor support.

However, the findings of this study resonate well with Goksoy and Akdag (2014) who established that teachers in Finland performed many responsibilities. They also found out that sometimes, teachers were expected to perform tasks, which were not even in their job description. This often made them dissatisfied, stressed and exhausted, causing high rates of absenteeism and burnout as Naylor and White (2010) found out. Some 16.7 percent of them were neutral about the statement. Very few teachers disagreed (3.5%) as another group strongly disagreed (8.4%) with the statement indicating that they were satisfied with their responsibilities. Afshar and Doosti (2016) who researched on the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance found out that majority of the teachers were very dissatisfied with their job. Moreover, the teachers said that their dissatisfaction negatively affected them in their job performance.

These findings are supported by Nzomo, (2016) who established that job demands many times left teachers dissatisfied. Job demands like the amount of time a teacher spends on academic matters and other compulsory school responsibilities and the position a teacher holds determined whether a teacher was satisfied or dissatisfied.

Jendle and Wallnas (2017) also found out that teaching was the most stressful profession in Sweden. Most teachers interviewed (90%) said they were stressed and feeling burnout and considered their workload as unreasonable. As earlier mentioned, these small numbers of teachers who are satisfied with their responsibilities could have been teaching in day schools where school begins around eight in the morning and ends by five in the evening. The demands on teachers to do more in boarding schools is very high. Some of those start teaching as early as five in the morning and finish late in the evening. Teachers in charge of boarding work even more.

4.5.6 Involvement of teachers in schoolwork during weekends

Teachers responded to the statement “My weekends are not planned around schoolwork”. Their responses as shown in Table 4.9 indicate that a small group of teachers disagreed (15.4%: dissatisfied) as another group strongly disagreed (12.6%: very dissatisfied) with the statement that their weekends were not planned around schoolwork. These are the teachers whose weekends were planned around schoolwork. Most likely, they were teaching in boarding schools where teachers have more responsibilities over the weekend. Furthermore, there are many co-curricular activities that are usually undertaken over some weekends. These findings are in agreement with those of Punia and Kamboj (2013) who found out that teaching demands a teacher’s time in school and many times even at home since they have to prepare for the following day. Thus, the teacher works in a challenging environment and is therefore forced to spend extra hours daily in order to be

effective and successful. Marmol (2019) also found that teachers work over eight hours daily and many times work over the weekends and even holidays. This makes them offer up their good health, family and personal domains. These categories of teachers are supported by a few principals who said that teachers often carried work home to mark during weekends and even holidays. Some of the principals who shared this position are quoted below.

“The timetable is congested such that the lessons run throughout the day. There is little time for marking and so we have to mark over the weekend,” lamented principal number 11.

On her part, principal number 34 said, “Teaching is a calling. Sometimes we have to mark exams during holidays.”

Considering the above sentiments, some teachers, including some principals, were dissatisfied with their jobs because of the workload.

Twenty two percent remained neutral. A slightly bigger percentage agreed (24.5%: satisfied) as another strongly agreed (25.5%: very satisfied) that their weekends were not planned around school. Like Nzomo, (2016) concluded, job demands like the amount of time a teacher spends on academic matters and other compulsory

school responsibilities and the position a teacher holds determined whether a teacher would be satisfied or dissatisfied with their weekends.

In order to determine the influence of teachers' workload on teachers' job satisfaction, the second hypothesis was subjected to linear regression.

H₀₂: There is no significant relationship between teachers' workload and their job satisfaction among public secondary school teachers in Nairobi County.

Table 4.10 summarizes the results.

Table 4.10 Linear regression on the influence of teachers' workload on their levels of job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.587	.213		11.426	.000
	Teachers' workload	.077	.072	.055	1.025	.312

Predictor(constant) variable: Teachers' workload

Dependent Variable: Job satisfaction

From Table 4.10 for every unit increase in a teachers' workload there was an increase of 7.7 percent in their levels of job satisfaction. With the significant level of 0.312 ($p>0.05$) the null hypothesis that 'There is no significant influence of teachers' workload on levels of job satisfaction among public secondary school teachers in Nairobi County' was not rejected. This is possible since all principals involved in this study said they had employed teachers on B.O.M. terms. Therefore, workload was not a very big challenge to most teachers. This also means that teachers derive job satisfaction from many other factors besides workload. These factors include supervisor support, the work environment among others. Granziera, Collie and Martin (2021) agree that teachers' workload is not necessarily a bad thing, after all. The teachers often manage it and deliver good results.

5.6 School environment and teachers' job satisfaction

Working environment comprises of things that surround a place of work (Mcshane & Von Glinow, 2000). A school environment includes the physical facilities available, learners' level of discipline and the serenity of the surrounding. In Iran, Afshar and Doosti (2016) found out that teachers of English derived a lot of satisfaction from availability of teaching and learning resources, student discipline, collegial working relationship and the existence of opportunities for collaboration. In the recent past, teachers have grown in awareness and demand for usage of technology and gadgets (Noor, 2011). Congested classes, noisy and uncomfortable working environment negatively affect teachers' personal lives (Mutwiri, 2015).

This study sought to find out how the school environment influenced the teachers' levels of job satisfaction. The findings are presented in Table 4.11.

Table 4.11 Influence of school environment on teachers' job satisfaction

	N	Mean	Std. Dev	Skewness	Kurtosis
i. I am happy with the school environment for it gives me time to live my life.	486	3.62	1.168	-0.651	-0.229
ii. There are adequate resources for teaching and learning.	486	4.81	1.122	-0.833	0.019
iii. I often use my personal resources to prepare for my lessons.	486	2.89	1.302	0.019	-1.063
iv. I spend more time on maintaining student discipline.	486	2.93	1.172	0.038	-0.899
v. The student-teacher ratio does not allow me to live my personal life well.	486	2.83	1.237	0.264	-0.933
vi. Travelling between my house and school does not waste my personal time.	486	2.97	1.445	0.018	-1.375
vii. I do not feel secure with the location of my school.	486	2.06	1.166	1.041	0.137

From Table 4.11, the adequacy of teaching and learning resources gave teachers the highest level of job satisfaction. The statement “There are adequate resources for teaching and learning” recorded the highest mean ($M=4.81$; $SD=1.122$), was negatively skewed and within normal distribution with kurtosis at 0.019. This was followed by the statement “I am happy with the school environment for it gives me time to live my life” ($M=3.62$; $SD=1.168$) which was also negatively skewed and within normal distribution with kurtosis of -0.229. The third highest mean was on the statement “Travelling between my house and school does not waste my personal time” ($M=2.97$; $SD= 1.445$). This was within the normal distribution and positively skewed (skewness =0.0158, kurtosis =-1.375).

The fourth highest mean was on the statement “I spend more time on maintaining student discipline” ($M=2.93$; $SD=1.172$). This was positively skewed and within normal distribution with kurtosis at -0.899. The fifth highest mean was on the statement “I often use my personal resources to prepare for my lessons” ($M=2.89$; $SD=1.302$). This was also positively skewed and within the normal distribution with kurtosis of -1.063. The statement “I don’t feel secure with the location of my school” had the lowest mean ($M=2.06$; $SD=1.166$). This was highly skewed to the right and within the normal distribution with kurtosis at 0.137. It was followed by the statement “The student-teacher ratio does not allow me to live my personal life well” ($M=2.83$; $SD=1.237$). This was also positively skewed and within the normal range with kurtosis at -0.933.

The following table shows the responses of teachers on all the sub-variables on the school environment.

Table 4.12 School environment and teachers' job satisfaction

Aspects of school environment		SA	A	N	D	SD
i. I am happy with the school environment for it gives me time to live my life.	F	85	204	97	61	39
	%	17.5	42	20	12.5	8
ii. My school adequate resources for teaching.	F	132	184	91	49	30
	%	27.1	37.9	18.7	10.1	6.2
iii. I often use my personal resources to prepare for my lessons.	F	46	126	107	128	79
	%	9.4	26	22	26.3	16.3
iv. I spend a lot of time on maintaining student discipline.	F	39	129	129	137	52
	%	8.1	26.5	26.5	28.2	10.7
v. The student-teacher ratio does not allow me to live my personal life well.	F	109	160	122	57	38
	%	22.4	32.9	25.1	11.7	7.9
vi. Travelling between my house and school wastes my personal time.	F	115	101	83	105	82
	%	23.7	20.8	17.1	21.6	16.9
vii. I do not feel secure with the location of my school.	F	233	141	69	28	15
	%	47.9	29	14.2	5.8	3.1

4.6.1 Teachers' satisfaction with the school environment supporting their personal life

The teachers' responses on statement "I am happy with the school environment for gives me time to live my personal life" as shown in Table 4.12 reveal that majority of teachers were satisfied (42.0%) with more very satisfied (17.5%) with their school environment for it gave them time to live their personal life. Some of these schools were boarding schools so the teachers who are housed by the school must have been happy. In the last few years, many roads have been repaired in Nairobi and this could also have made it easier for the teachers to access their schools.

These findings diverge from those of Mutwiri (2015) who established that majority of teachers were highly dissatisfied with their work environment. Ekuwam (2014) also established that majority of teachers in Turkana West Sub-County were not comfortable with their school environment. He adds that most of the teachers were looking for transfers to other areas. The contrast could have been because his study was carried out in a rural setting and so the infrastructure is different. Some of the teachers were neutral (20.0%). A few were dissatisfied (12.5%) with some very dissatisfied (8.0%) with their school environment. These last two categories could have been from schools that are located in noisy and insecure areas. It is also possible that some live far away from the school and with the common traffic congestion on some roads in Nairobi, they could have been suffering. Other teachers

have built their own houses in the outskirts of Nairobi. Depending on the location of their schools, commuting could be a challenge to some of them.

4.6.2 Adequacy of teaching and learning resources and job satisfaction

Teachers were asked to respond to the statement “My school has adequate resources for teaching”. Their responses as presented in Table 4.12 show that majority of teachers were contented (37.9%: agreed, 27.1%: strongly agreed) that their schools had adequate resources. Some 18.7 percent remained neutral. These findings diverge from those of Njije (2003) where she concluded that many public secondary school teachers in Nairobi Province then, were dissatisfied with provision of resources in their schools. Times have changed since then. Following the introduction of F.P.E. the government has improved its contribution towards resources to schools. Moreover, Nairobi being the capital city of Kenya, schools get a lot more attention in terms of resources than those in the rural areas.

These findings conflict with many studies that have concluded that teachers are highly dissatisfied with the jobs because lack of teaching and learning resources. In the United States of America (U.S.A.) Shernoff, Mehta, Atkins, Torf, and Spencer (2011) noted that less privileged schools lacked basic resources causing stress to teachers. Ingersoll & Merrill, 2012 also researching on teacher attrition in the United States found out that the rate at which teachers were leaving teaching, as a

profession, was alarming. The most affected schools were the high-minority, high-poverty and sub-urban schools. These schools were ill equipped. The beginning teachers are the ones who were leaving in big numbers. Most of them hardly worked for five years. Kavenuke (2013) also concluded that many teachers quit their jobs because the schools did not have sufficient resources. According to Alliance for Excellent Education (2014), on average, 40-50 percent of young teachers in the United States left teaching in the first five years. This was because of inadequate resources especially in rural, high-minority and high-poverty schools. This trend was common in the afore-mentioned categories of schools because many times, the poor schools are forced to divert developing the teachers, recruiting, hiring among other needs. Thus, the beginning teachers soon quit teaching and so the cycle continues (Grissom & Loeb, 2011).

The findings of the current study contrast with what Dehaloo (2011) concluded, that most rural school in South Africa are overcrowded, lack physical resources like sanitation and clean water and learners are generally ill-disciplined. In Sudan, Ohide and Mbogo (2017) concluded that the working condition in most schools were poor and deplorable. This caused job dissatisfaction among the teachers. In Kenya, these findings of the current study disagree with those of Mutwiri (2015) who found that majority of teachers in Imenti South District, Kenya, were highly dissatisfied with their school resources. Gerrishon (2010) also established that although public day secondary schools in Imenti South helped to alleviate congestion in public boarding

secondary schools, they were ill equipped in terms of teaching facilities. With only 6.2 percent of the teachers very dissatisfied and 10.1 percent, dissatisfied, public secondary schools in Nairobi have adequate teaching resources. I must however, hasten to add that most of the schools I visited to collect this data had dilapidated physical facilities that required urgent and regular maintenance.

4.6.3 Teachers' use of personal resources in lesson preparation

Teachers were asked to respond to the statement "I often use my personal resources to prepare for my lessons". Their responses as can be seen in Table 4.12 reveal that majority of teachers (42.6%) did not use their personal resources to prepare for their lessons (16.3% very dissatisfied and 26.3% dissatisfied). This was possible since in the previous item, teachers had indicated that their schools had adequate resources. However, there were those who strongly agreed (9.4%: very satisfied) as agreed (26.0%: satisfied). These must have been from the few disadvantaged schools in the city that may not have had enough computers for teachers. These findings show that the government's investment in the provision of resources to schools is bearing fruits.

4.6.4 Amount of time spent in maintaining students' discipline

Teachers' responded to the statement "I spend a lot of time maintaining student discipline" as shown in Table 4.12. These responses show that the number of teachers who agreed (34.6%) and those who disagreed (38.9%) spending a lot of time on maintain student discipline was very close. Some 26.5 percent were neutral. Toropova, Myberg and Johansson (2019) found out that teachers' levels of job satisfaction were higher when the learners' discipline was good. Most teachers were not satisfied with their jobs because they the learners had discipline issues. The results of this study agree with those of Sims (2017) who carried out an analysis in 13 countries on teachers' data regarding school working conditions and learning environment. He concluded that in all the countries, students' discipline and the cooperation of teachers were significantly related to teachers' levels of job satisfaction. He found out that most teachers were dissatisfied with their jobs because of students' indiscipline. Malinen and Savolainen (2016) did a longitudinal study on school environment and teachers' job satisfaction in Finland. They concluded that teachers who at the beginning of the year considered students to be highly disciplined also as teachers at the end of the year were highly satisfied with their jobs.

These findings also disagree with those of Raymond (2018) who found out that five out of every six teachers who had resigned in Oklahoma District complained about the students' behaviour. Most schools witnessed student-teacher confrontations,

student outbursts, unruly behaviour and many other forms of inappropriate student behaviour. This is possible since developed countries like the United States emphasize more on students' rights than developing countries like Kenya. Moreover, the students are much more sensitive to their rights than in developing countries.

These findings also disagree with those of Wachira and Gathungu (2013) who found out that majority of the teachers in their study, including principals, were dissatisfied with their jobs because of learners' indiscipline. Most parents in their locale defended their children against the teachers' effort to discipline them. This is possible because in Kenya, in the past few years, a lot of effort has been expended by the government towards maintaining student discipline. This includes the introduction of one-week mid-term break in first and second term, student councils and enhanced guidance and counselling. This appears to have borne fruit considering the number of teachers who disagreed spending a lot of time in maintaining student discipline. Those who agreed were 26.5 percent and 8.1 percent strongly agreed. These last two categories are supported by the findings of Mwangi (2002) who established that teachers' job satisfaction is affected by poor school facilities, improper school disciplinary policy, among others. Seven out of forty two principals indicated that maintaining students' discipline needed a lot of a teacher's time.

“Many students need a lot of guidance and counselling because of their backgrounds. Some are in drugs and substance abuse.” These were the words of principal number 23.

My experience in the process of collecting this data, I witnessed a boy forcefully get half haircut from the school authorities. The previous evening, he had sneaked out of school to have a haircut that the school considered this inappropriate. On my further inquiry, I learnt that the school was grappling with many students who were in drugs. Some of these principals’ sentiments are quoted hereunder.

Principal number 14 said, “Being a girls’ boarding school the students cannot be left alone and so teachers closely monitor them. Teachers also spend a lot of time maintaining students’ discipline.”

From the foregoing, great strides have been made in maintenance of students’ discipline in the recent years. However, more needs to be done especially in light of changing technological times and the issue of drug and substance abuse.

4.6.5 Effect of student-teacher ratio on teachers’ personal life

Teachers were given the statement “The student-teacher ratio doesn’t allow me to live my personal life well”. Their responses as presented in Table 4.12 show that

majority of teachers (55.3%: very satisfied 22.4%, satisfied 32.9%) indicated that the student-teacher ratio did not deny them time for their personal life. A further 25.1 percent were neutral. Only 7.9 percent were very dissatisfied with 11.7 percent dissatisfied with the student teacher-ratio. These results diverge from those of Mutwiri (2015) who found majority of teachers highly dissatisfied with their workload in relation to student-teacher ratio. Ekuwam (2014) also found out that high-student ration in Turkana West Sub-County left many dissatisfied with their jobs as they were being overworked. This means that they were spending more time meant for personal life on teaching. Many schools have alleviated the burden of student-teacher ratio by employing teachers as interns or under the school Board of Management (B.O.M.). One of the schools that provided this data had seventeen teachers employed by the B.O.M. Schools that do not have the fiscal ability end up burdening their teachers with the pressure that comes with high student-teacher ratio.

4.6.6 Influence of teachers' commuting on their personal time

Teachers responded as shown in Table 4.12 to the statement, “Travelling between my house and school does not waste my personal time”. From the table, majority of the teachers (44.5%: very satisfied and satisfied) supported the statement “Travelling between my house and the school doesn't waste time”. These teachers must have been in boarding schools where they are housed by the school. Others

must have been staying near the school. Only 38.5 percent opposed the statement: 16.9 percent very dissatisfied while 21.6 percent dissatisfied. Most likely, these were teachers who were commuting from far hence getting caught up in the common traffic jam in the city. This category of teachers are supported by the findings of Muasya (2015) who established that most female teachers in urban areas in Kenya spent a lot of time travelling between home and school. Such teachers got home late and could seldom attend to family matters. Njue (2010) also noted that many public secondary school teachers in Nairobi Province complained of the inability of many schools to offer them housing. This forced them to spend a lot of time travelling. Ekuwam (2014) found out that teachers who had decent houses in or around the school in which they taught were more satisfied with their jobs than those who had to travel from far. Seven principals out of forty two agreed that such teachers would have problems commuting between school and home as principal number two in a boarding school asserted:

“The timetabling department takes care of teachers living far away from school. They are usually not given early morning or late evening lessons,” said principal number 8.

Principal number 38 added, *“Teachers tend to stay far from the school which makes them spend a lot of time travelling. This way, settling in school becomes a challenge and leads to time wastage.”*

On her part, principal number 17 had this to say, *“Teachers here don’t get enough time to live their lives well because this school is boarding but has insufficient residential houses. Therefore teachers spend a lot of time commuting.”*

From the foregoing not many teachers in public secondary schools in Nairobi face the challenge of commuting between school and home.

4.6.7 Teachers’ security with the location of their schools

Teachers responded to the statement “I don’t feel secure with the location of my school”. Their responses are shown in Table 4.12. From the table, only a few teachers (8.9%) felt insecure with their school location. These are the ones who were very dissatisfied (3.1%) and dissatisfied (5.8%) with the statement. Some 14.2 percent were neutral. Nairobi is fairly secure during the day. Most teachers were very satisfied (47.9%) or simply satisfied (29.0) that they did not feel insecure with their school location. This is supported by the principals’ responses. Only three out of forty two principals (7.1%) indicated that their schools were insecurely located. It appears teachers in urban areas feel more secure in discharging their duties and living their personal life. These findings diverge from those of Dehaloo (2011) who concluded that most rural schools in South Africa exhibited insecurity cases whereby teachers were threatened and even assaulted whenever they demanded from students that work be done. Ekuwam (2014) also established that teachers who

felt secure at school loved the community and worked happily. Even in the U.S., schools in poor neighbourhoods that lacked security guards stressed teachers who worked there (Shernoff *et al*, 2011). From the interviews held with principals, majority of public secondary schools in Nairobi were relatively securely located.

In order to establish the influence of school environment on teachers' job satisfaction, linear regression was used to test the third hypothesis, which stated that:

H₀₃: There is no significant relationship between school environment and levels of job satisfaction among public secondary school teachers in Nairobi County.

Table 4.13 shows the results of the analysis.

Table 4.13 Linear regression on the influence of school environment on teachers' job satisfaction

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3.537	.219		18.002	.000
	School Environment	.193	.056	-.213	-3.999	.000

Predictor(constant) variable: School environment

Dependent Variable: Job satisfaction

The results in Table 4.13 show the significance level at 0.000 ($p < 0.005$) which means that the school environment had a significant influence on the teachers' levels of job satisfaction. With β at 0.193, a single unit of improvement in the school environment would increase the teachers' levels of job satisfaction by 19.3 percent. Thus, the null hypothesis that 'There is no significant influence of school environment on levels of job satisfaction among public secondary school teachers in Nairobi County' was rejected. A good school environment motivates teachers to reach their full potential (Djonko-Moore, 2015; Bahtilla & Hui, 2021).

5.7 Influence of teachers' gender on job satisfaction

In the past teaching was primarily a domain for women. Not anymore today as both male and female, cherish the profession (Punia & Kamboj, 2013). Men tend to display a greater psycho-physiological involvement in working activities (Konig & Cesinger, 2015) while e women show a greater involvement in activities related to family life. This apparently conforms to gender stereotypes. Most working women have been found to experience more challenges in balancing between work and home (Prabha & Nirmala 2016). In Kenya and Sub-Saharan Africa, women continue to bear a disproportionate share of housework and childcare, and have to juggle between the demands of work and family, which contribute to work-family conflict among teachers with young children (Muasya, 2016).

The teachers responded to the statements that they were given on this second objective as shown in Table 4.14 in order to determine how satisfied they were with their job.

Table 4.14 Influence of teachers' gender on job satisfaction

	N	Mean	Std. Dev	Skewness	Kurtosis
i. I have sufficient time to live my life after work.	486	5.34	1.019	-0.526	-0.632
ii. Teaching has too many responsibilities.	486	2.47	1.105	0.481	-0.739
iii. I am always in a hurry to get home after work to meet family responsibilities.	486	3.84	1.314	0.093	-1.137
iv. My schoolwork does not make me happy.	486	2.29	1.434	0.715	-0.739
v. I do not get enough support from my colleagues.	486	2.62	1.323	0.351	-1.082
vi. I do not sacrifice my time to do more at my work place.	486	2.1	1.116	0.99	0.117
vii. I do not manage to complete my schoolwork on time.	486	2.33	1.155	0.563	-0.637

From Table 4.14 the aspect that gave the highest form of job satisfaction to both male and female teachers was having enough time to live their life after work ($M=5.34$; $SD=1.019$). This was moderately skewed to the left. It was a normal distribution with kurtosis at -0.632. This aspect was followed by the one that said that teachers were always in a hurry to get home to do domestic chores ($M=3.84$; $SD=1.314$). This was a normal distribution with kurtosis of -1.137. The third highest mean was on the statement “I do not do enough support from colleagues” ($M=2.62$; $SD= 1.323$). This was skewed to the right and within normal distribution with kurtosis at -1.082. The fourth highest mean was on the statement “Teaching has too

many responsibilities” ($M=2.47$; $SD=1.105$). This was also skewed to the right and within normal distribution with kurtosis of -0.739 .

The fifth highest mean was on the statement “I do not manage to complete my schoolwork on time” ($M=2.33$; $SD=1.155$). This was positively skewed and within normal distribution with kurtosis of -0.637 . The sixth highest mean was on the statement “School work makes me happy” ($M=2.29$; $SD=1.434$). This was within normal distribution with kurtosis at -0.739 and skewed to the right. The statement “I do not sacrifice my time to do more at my work place” had the lowest mean ($M=2.063$; $SD=1.108$). This was also skewed to the right and within normal distribution with kurtosis at -0.319 .

The following section compares various aspects of teachers’ work-life balance between male and female teachers. There were 194 male and 292 female teachers who returned the questionnaires. The following table shows the percentage of male and female teachers’ responses to the various aspects of work-life balance.

Table 4.15 Determinants of teachers' job satisfaction by gender

Aspects of WLB		SA		A		N		D		SD	
		M	F	M	F	M	F	M	F	M	F
i. I have sufficient time to live my life after work.	N	35	46	73	143	36	46	18	27	32	30
	%	18.0	15.8	37.6	49.0	18.6	15.8	9.3	9.2	16.5	10.3
ii. Teaching has too many responsibilities.	N	15	18	29	57	47	78	39	45	64	94
	%	7.7	6.2	14.9	19.5	24.2	26.7	20.1	15.4	33.0	32.2
iii. I am always in a hurry to get home after work to meet family responsibilities.	N	6	109	20	87	32	43	93	23	43	30
	%	3.1	37.3	10.3	29.8	16.5	14.7	47.9	7.9	22.2	10.3
iv. My schoolwork makes me happy.	N	19	116	18	68	28	31	77	62	52	15
	%	9.8	39.7	9.3	23.3	14.4	10.6	39.7	21.2	26.8	5.12
v. I do not get enough support from my colleagues.	N	73	27	46	24	33	68	20	92	22	81
	%	37.6	9.2	23.7	8.2	17.0	23.3	10.3	31.5	11.3	27.7
vi. I do not sacrifice my time to do more at my work place.	N	82	101	46	72	34	68	11	23	21	28
	%	42.3	34.6	23.7	24.7	17.5	23.3	5.7	7.9	10.8	9.6
vii. I do not manage to complete my schoolwork on time.	N	88	109	61	74	25	66	9	19	11	24
	%	45.4	37.3	31.4	25.3	12.9	22.6	4.6	6.5	5.7	8.2

4.7.1 Availability of time for teachers to live their life well after work

Teachers were asked to respond to the statement “I have sufficient time to live my life after work” in order to show how satisfied they were with their job on this aspect. Their responses as presented in Table 4.15 show that there were more female teachers (54.8%: 15.8% very satisfied and 49% satisfied) than male teachers (45.6%: 18% very satisfied and 37.6% satisfied) who had enough time to live their life after work. Moreover, there were more male teachers (25.8%: 16.5% very dissatisfied and 9.3% dissatisfied) than female teachers (19.5%: 10.3% very dissatisfied and 9.2% dissatisfied) who said they did not have enough time to live their personal life after work. These findings disagree with those of Andrews and Wilding (2014) who found out that quite often female teachers were overburdened with school workload, personal obligations and daily family responsibilities. They also disagree with those of Nortje, Strydom, Beukes, Esterhuyse, and Westhuizen (2012), who established that both male and female teachers enjoyed average levels of job satisfaction. Okoko (2012) and Njiru (2014) also had different conclusions in their studies: female teachers were more satisfied with their jobs than male teachers were. However, Muasya (2016) had different findings that Kenyan women continue to bear disproportionate share of childcare and domestic chores. The difference could be that the comparison here was not about how much work each gender had at home but whether they had enough time to live their life after work. However, these findings are agree with other previous studies that established that female and

male teachers almost enjoyed equal amount of work life balance (Bennell & Akyeampong, 2007; Punia & Kamboj 2013; Aliakbari & Kafshgar, 2013). Cchatrpati (2017) also concluded that there was no significant difference in teachers' levels of job satisfaction because of their gender.

Furthermore, most principals interviewed, twenty four out of forty two (56%), said that they assigned duties to teachers equally, irrespective of their gender. However, many more quickly added that they also considered one's ability and willingness to work.

“We distribute duties based on passion, competence and availability. For us, both male and female teachers are assigned duties in equal measure,” said principal number 4.

Principal number 26 agreed in saying, “The assignment of duties is not gender-based but competence-based, commitment and dedication.”

On her part principal number 35 asserted, “I balance the workload among teachers irrespective of gender. Both genders need time for their personal life and therefore I do not discriminate.”

It was interesting to note that the number of principals who assigned more duties to either gender was equal at ten each out of forty two. Most of these principals said it was because their school was a boys' or girls' school and therefore required more attention from teachers of the same gender. However, two of those who gave more duties to female teachers had peculiar reasons.

“I assign more duties to female teachers because they are reliable and take their work with a lot of seriousness,” remarked principal number 9.

Another principal said, “Female teachers are more experienced in handling their daughters. We also have fewer male teachers and most of them are new recruits.”

Both principals above were in girls' schools and so it was reasonable for them to have female teachers working more closely with the girls for example in the boarding area.

4.7.2 Teachers' perceptions of the amount of teaching responsibilities

Teachers responded to the statement “Teaching has too many responsibilities”. From Table 4.15, there were slightly more female teachers (25.7%: 6.2 very satisfied and 19.5% satisfied) than male teachers (22.6%: 7.7% very satisfied and 14.9%

satisfied) who said that teaching had too many responsibilities. On the other hand, there were more male teachers (53.1%: 33.0% very dissatisfied and 20.1% dissatisfied) than female teachers (47.6%: 32.2% very dissatisfied and 15.4% dissatisfied) who said that teaching did not have too many responsibilities. The results of this study support those of Fitzmaurice (2012) who in his study on teachers' job satisfaction in Ireland found out that there was a significant difference in the scores of male and female teachers. He concluded that female teachers enjoyed higher levels of job satisfaction than male teachers did.

These findings disagree with those of Tilak (2013) who found out that male teachers enjoyed higher levels of job satisfaction than female teachers did. Male teachers found work to be challenging but interesting at the same time. The male teachers were happy with the prospects of growth and personal development, good remuneration and career development opportunities. Moreover, the findings of the current study diverge from those of Allodi and Fischbein (2012) who in their study in Sweden found out that there were more male teachers satisfied with their teaching workload than female teachers. Besides that, the findings of the current study also disagree with those of Uddin, Hoque, Mamun and Uddin (2013) who researching on female teachers of private schools in Bangladesh found out that teaching, according to the majority (59%) of female teachers, had too many responsibilities. The findings also disagree with those of Walker, Wang and Redmond (2008) and

those of Maeran, Pitarelli and Cangiano (2013) who established that women teachers more often had difficulties in balancing their work and home roles. This might have been because of the teachers working in private schools. Some private schools can demand a lot of their teachers' input even to the detriment of their personal lives.

There was no significant difference between male and female teachers' responses on whether or not teaching had too many responsibilities. These results also disagree with those of Muasya (2015) who concluded that most female teachers in Nairobi and other towns felt dissatisfied with the less levels of attention they gave to their homes because of too much schoolwork. They reported either neglecting or delegating some of their responsibilities to house helps especially during examination time at school. This shift in the findings might be because of the government of Kenya employing more teachers as interns and the Boards of Management employing many teachers.

4.7.3 Teachers' urgency to go home after work to meet family responsibilities

Teachers were given the statement "I am always in a hurry to get home after work to meet family responsibilities". Their responses as seen in Table 4.15 reveal that more female teachers (67.1 %:37.3% very satisfied and 29.8% satisfied) than male teachers (19.6%: 3.1% very satisfied and 10.3% satisfied) said that they were always in a hurry to get home after work to meet family responsibilities. However, there

were more male teachers who were disagreed (47.9%: dissatisfied) and strongly disagreed (22.2%: very dissatisfied) than female teachers who disagreed (7.9%: dissatisfied) and strongly disagreed (10.3%: very dissatisfied) that they were always in a hurry to get home after work to meet family responsibilities. This is because it is the female teachers who do most household chores. These findings concur with Anuradha (2015) who concluded that in Coimbatore, India, female teachers were needed more at home than male teachers were. Muasya (2015) found out that many female teachers in Kenyan urban schools did not even get enough sleep as they had to do a lot of preparations in the morning and in the evening as well. This makes them to be more in a hurry to get home after work than their male counterparts. Fifteen out of the forty two principals (36%) indicated that female teachers required more time to be with their families.

Principal number 3 said, "Ladies with young ones need to go home early for obvious chores."

"Female teachers need more time to attend to their families," said principal number 12.

Principal number 41 shared similar sentiments by saying, "Female teachers sometimes may require more personal time if they have young babies."

4.7.4 Teachers' happiness with their schoolwork

Teachers were asked if they were happy with their schoolwork. The responses as shown in Table 4.15 revealed that more female teachers (63.0%: 39.7% very satisfied and 23.3% satisfied) who agreed that they were not happy with schoolwork than male teachers (19.1%: 9.8% very satisfied and 9.3% satisfied). On the other hand, more male teachers (66.5%: 26.8 dissatisfied and 39.7% very dissatisfied) than female teacher (26.3%: 5.1% dissatisfied and 21.2% very dissatisfied) said that they were happy with schoolwork. This is an indication that more male teachers than female teachers managed to finish schoolwork Shernoff, Mehta, Atkins, Torf, and Spencer (2011) found out that many teachers, both male and female, often carried their duties like marking and grading home to continue even over the weekend. Meanwhile, less female teachers do schoolwork at home since they have more domestic chores at home than male teachers. Women are primary caretakers of the family. Anastasiou and Papakonstantinou (2014) also found that there were more female than male teachers who were stressed with their teaching responsibilities in Greece.

4.7.5 Amount of support teachers get from colleagues

Teachers responded to the statement "I do not get enough support from my colleagues". The responses as shown in Table 4.15 revealed that more female teachers (63.0%: 39.7% very satisfied and 23.3% satisfied) got enough support from their colleagues than male teachers (19.1%: 9.8% very satisfied and 9.3% satisfied).

On the other hand, more male teachers (66.5%: 26.8 dissatisfied and 39.7% very dissatisfied) than female teachers (26.3%: 5.1% dissatisfied and 21.2% very dissatisfied) said that they did not get enough support from their colleagues. This is an indication that more male than female teachers can do schoolwork on their own without seeking help from their colleagues. The findings of this study diverge from those of Briones, Taberner and Arenas (2010). In their study on the psychosocial and demographic factors that affected teachers' job satisfaction in Almeira and Madrid found out that there was no significant difference in male and female teachers' levels of job satisfaction based on support from colleagues. These findings support those Tabancali (2016) who concluded that female teachers' levels of job satisfaction increased with the amount of social companionship they received from their colleagues. Whenever teachers felt deprived of colleagues' support, they became lonely and this affected their job satisfaction.

According to Msuya (2015) who explored the levels of job satisfaction among public secondary schools in Tanzania, female teachers exhibited a higher level of job satisfaction than the male teachers on two sub-variables did: relationship with the supervisor and the school environment. The findings concluded that female teachers enjoyed more collegial support than their male counterparts did. They (female teachers) were more tolerant and exhibited better interpersonal working relationships with their colleagues. Edinger and Edinger (2018) also established that the support that the teachers get from each other in the school network went a long

way in increasing their job satisfaction. These findings also support those of Cchatrapati (2017) that argued that the conventional way of thinking is that the female worker is holds the main responsibility of the smooth day to day running of the family. This is possible because many teachers tend to empathize with female colleagues due to the more domestic responsibilities they have to contend with. Thus, it is easier for a male teacher to step in for a female colleague at work so that she can attend to her personal life matters than a male colleague.

4.7.6 Amount of time teachers sacrifice for the workplace

Teachers were asked to respond to the statement “I do not sacrifice my personal time to do more at my work place”. Their responses as shown Table 4.15 revealed that there were more male teachers (66.0%: 42.3% very satisfied and 23.7% satisfied) than female teachers (59.3%: 34.6% very satisfied and 24.7% satisfied) who said that they did not sacrifice their personal time to do more at the work place. On the other hand, there were slightly more female teachers (17.5%: 7.9 dissatisfied and 9.6% very dissatisfied) than male teacher (16.5%: 5.7% dissatisfied and 10.8% very dissatisfied) who agreed that they sacrificed their personal life to do more at the work place.

These findings concur with those of Uddin *et al* (2013) who found out that majority (68%) of teachers; both male and female, in Bangladesh managed the demands of work and life. Aeran and Ravindra (2015) also concluded that both male and female teachers adapted to the demands of their work by having proper coordination both at work and at home. It is possible some of these teachers were in boarding schools where they were required to work longer hours from early in the morning to late in the evening. Such schools have supervised morning and evening preps. Other teachers (24.7% male and 17.5% female) did not know whether they sacrificed their personal time to work more. These findings are an indication that despite the many responsibilities teachers have, many of them still valued their personal time. From these results, there was no significant difference between male and female teachers' responses on the statement "I don't sacrifice my personal time to do more at my work place".

Table 4.16 shows Chi-square of aspects teachers' gender and job satisfaction.

Table 4.16 Chi-square statistics of aspects on teachers' gender

Statement	Value	Asymptotic Sig. (2-sided)
i. I have sufficient time to live my life after work.	.894 ^a	0.925
ii. Teaching has too many responsibilities.	2.24 ^a	0.691
iii. I am always in a hurry to get home after work to meet family responsibilities.	16.39 ^a	0.003
iv. I am not happy with my schoolwork.	6.19 ^a	0.18
v. I do not get enough support from my colleagues.	7.13 ^a	0.129
vi. I do not sacrifice my personal time to do more at my work place.	2.75 ^a	0.601

From Table 4.16 out of six aspects on teachers' gender, three of them showed that there was no significant difference between male and female teachers' levels of job satisfaction. The statement "I have sufficient time to live my life after work" was highly significant at 0.925. This means that both male and female teachers were satisfied that they had time to live their life after work. The statement "Teaching has too many responsibilities" at significant level of 0.691 also showed that there was no significant difference between male and female teachers' level of job satisfaction

on this aspect. The results also showed that there was no significant difference between male and female teachers' levels of job satisfaction on the statement "I do not sacrifice my personal time to do more at my work place". This statement was significant at 0.601.

However, there was significant difference between male and female teachers' levels of job satisfaction on the following statements: "I am always in a hurry to get home after work to meet family responsibilities" at *p-value* of 0.003. As earlier mentioned, majority of female teachers (40.4%) agreed with this statement compared with only 5.4 percent of male teachers. Similarly, at *p-value* of 0.129, there was a significant difference between male and female teachers' levels of job satisfaction on the statement "I do not get enough support from my colleagues". Majority of male teachers supported this statement. Another aspect that showed significant difference between male and female teachers' levels of job satisfaction was on the statement, "I am not happy with my schoolwork". At *p-value* of 0.180, there were more female teachers who agreed with this statement than male teachers.

The fourth hypothesis was tested using linear regression. The hypothesis was:

- i. **H₀₄: There is no significant difference between male and female teachers' their levels of job satisfaction in public secondary schools in Nairobi County.**

The results are as shown in table 4.17.

Table 4.17 Linear regression on the influence of teachers' gender on job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.873	.179		15.028	.000
Teachers' gender	-.071	.051	-.064	-1.426	.155

Predictor(constant): Teachers' gender

Dependent Variable: Job satisfaction

According to Table 4.17, the significance level was at 0.155 ($p > 0.05$). For every increase of a single unit in a teachers' performance of their duty according to their gender, there was a decline in their levels of job satisfaction by 7 percent. Thus, there was no significant difference in male and female teachers' performance of their responsibilities and their levels of job satisfaction. Hence, the null hypothesis that there was no significant difference in the teachers' performance of duties according to their gender and their levels of job satisfaction was not rejected. All teachers, both male and female, exhibit similar levels of job satisfaction in performing their duties.

5.8 Influence of teachers' perception of work-life on job satisfaction

In this world, for one to have an enjoyable and stress-free life, balance is essential. Teachers seek to attain an optimum between their professional and personal life (Marmol, 2019). Human beings attach equal importance to their employment life as well as their private life (Tanvi and Fatima, 2012). Kretschmer and Reenen (2012) assert that economic conditions and social demands have changed the role of work throughout the world. Whereas initially work was a matter of survival and necessity, the role of work as well as the workforce has changed over time. Today, work is not only still considered a necessity but a source of satisfaction as well. Punia and Kamboj (2013) posit that the teachers experience work life imbalance when they lack balance between the domains of work and personal life. Priyanka (2021) asserts that work-life balance highly influences employees' job satisfaction.

The teachers responded to the statements that they were given on this fifth objective as shown in Table 4.18 in order to determine how satisfied they were with their job.

Table 4. 18 Teachers' perception of work-life balance

	N	Mean	Std. Dev	Skewness	Kurtosis
i. I manage to work and live my personal life well.	486	6.13	1.253	-0.528	-0.656
ii. Teaching interferes with my family responsibilities.	486	3.19	1.284	0.476	-0.725
iii. My family is concerned that I spend too much time at work.	486	3.49	1.147	0.089	-1.322
iv. My schoolwork ends once I go home.	486	2.96	1.344	0.684	-0.704
v. I do not get enough support from my family members in domestic chores.	486	3.14	1.416	0.302	-1.027
vi. I do not sacrifice my personal life to do more at my work place.	486	3.23	1.163	0.97	0.114

From Table 4.18, the work-life balance aspect that gave teachers the highest form of job satisfaction was on their ability to work and their personal life well. This aspect had the highest mean of 6.13 and $SD=1.253$. This was moderately skewed to the left. It was a normal distribution with kurtosis at -0.656. It was followed by the statement that said, “My family is concerned that I spend too much time at work” ($M=3.49$; $SD=1.147$). This was skewed to the right and within normal distribution with kurtosis at -1.322. The third highest aspect was on the statement, “I do not sacrifice my personal life to do more at my work place”, ($M= 3.23$; $SD=1.163$). This was skewed to the right and within normal distribution with kurtosis at 0.114.

The fourth highest aspect was on the statement “Teaching interferes with my family responsibilities” ($M=3.19$; $SD=1.284$). This was skewed to the right and within normal distribution with kurtosis at -0.725 . The fifth highest aspect was on the statement “I do not get enough support from my family members in domestic chores” ($M=3.14$; $SD=1.416$). This was skewed to the right and within normal distribution with kurtosis at -1.027 . The lowest aspect was on the statement “” My schoolwork ends once I go home”, ($M=2.96$; $SD=1.344$). This was skewed to the right and within normal distribution with kurtosis at -0.704 .

The following table shows the responses of teachers on all the sub-variables on the teachers’ perception of work-life balance.

Table 4. 19 Teachers’ responses on the aspects of work-life balance

Aspects of work-life balance		SA	A	N	D	SD	Total
i. I manage to work and live my personal life well.	F	35	28	91	135	197	486
	%	7.2	5.8	18.7	27.8	40.5	100
ii. Teaching interferes with my family responsibilities.	F	33	86	125	84	158	486
	%	6.8	17.7	25.7	17.3	32.5	100
iii. My family is concerned that I am spending too much time at work.	F	103	112	101	70	100	486
	%	21.2	23.0	20.8	14.4	20.6	100
iv. My schoolwork ends once I go home.	F	135	86	79	129	57	486
	%	27.8	17.7	16.3	26.5	11.7	100
v. I do not get enough support from my family members in domestic chores.	F	106	92	88	114	86	486
	%	45.9	22	13.6	8.8	9.7	100
vi. I do not sacrifice my personal life to do more at my workplace.	F	183	116	105	33	49	486
	%	37.7	23.9	21.5	6.8	10.1	100

4.8.1 Teacher ability to work and live their personal life

Teachers were asked to respond to the statement “I manage to work and live my personal life well”. Only 13 percent said that they managed to work and live their personal life well. Majority of the teachers (68.3 %) indicated that they did not

manage to work and live their personal life well. This findings are agreement with those of Aeran and Ravindra (2015) who found out that majority of teachers “somewhat” managed to work and live their personal life. Froese-Germain (2014) also established many teachers could not work and live their personal life well. This was because the work of teachers is highly complex and with a wide range of tasks. Thus, often teachers multitask during the workday, a situation that sometimes leads to a conflict between work and personal life.

4.8.2 Interference of teaching with family responsibilities

Teachers’ responses to the statement “Teaching interferes with my family responsibilities” show that 25.5 percent of the teachers agreed that teaching interfered with their family responsibilities. With 25.7 remaining neutral, majority of the teachers disagreed with the statement. It was encouraging to learn that teaching did not interfere with the teachers’ family responsibilities. Kasau (2017) found out that despite the many family responsibilities the employees had, 56 percent of them said that those responsibilities did not interfere with their personal life. These findings disagree with those of Fatima and Mercado (2017) who found out that, in Philippines, achieving a balance between work responsibilities and family responsibilities was one of the biggest challenges to teachers. Haider and Azmi (2018) also found out that lack of work-life balance among teachers hindered their growth in family life and left them dissatisfied with their job. In Kenya, the last few years have seen the Teachers Service Commission (TSC) employing

teachers as interns to try to alleviate the teachers' shortage. This has been boosted by school Boards of Management (BOM) that have also been employing teachers. This must have positively influenced the teachers' ability to attend to their family responsibilities.

4.8.3 Concern of the family on the duration teachers spend at work

Teachers were asked to respond to the statement "My family is concerned that I am spending too much time at work." The results indicate that majority of the teachers (44.2%) agreed that their families were concerned about them (teachers) spending a lot of time at school. Some teachers remained neutral (20.8%). Only 35 percent denied that their families were concerned that they were spending a lot of time at school. These findings support those of Andrews and Wilding (2014) who found out that quite often teachers were overburdened with school workload, personal obligations and daily family responsibilities. Muasya (2015) had similar findings that, in Kenya, teachers still had many domestic chores to attend to after work. Punia and Kamboj (2013), conclude that for a teacher to be successful and productive, a healthy work life balance is paramount. However, teaching demands a teacher's time in school and many times even at home since they have to prepare for the following day. Thus, the teacher works in a challenging environment and is therefore forced to spend extra hours daily at work in order to be effective and successful. Considering the number of teachers who disagreed with the statement (35%), the teachers are headed in the right direction where they can work and manage to meet their family responsibilities.

4.8.4 Separation of school work and home

Teachers were asked to respond to the statement “My schoolwork ends once I go home”. From the results, majority of the teachers (45.5%) said that their schoolwork ended once they got home. There were other teachers (38.2%) who said that their schoolwork ended once they got home. This category of teachers is supported by the findings both from the west and even in Kenya. Shernoff, Mehta, Atkins, Torf, and Spencer (2011) found out that many teachers often carried their duties like marking and grading home to continue even over the weekend. In Kenya, Sichambo, Maragia and Simiyu (2008) concluded that teachers in Bungoma District often carried work schoolwork to finish at home. This contrast can attributed to the fact that in the recent past the government has continuously replaced teachers who have left employment. Moreover, most schools have employed teachers on BOM terms even for teachers who were away for even one month as indicated by 24 principals out of 42 (56%).

4.8.5 Amount of family support teachers get in domestic chores

Teachers responded to the statement “I do not get enough support from my family members in domestic chores.” The results show that majority of teachers (41.2%) were getting help from their family members in performing domestic chores. Only 40.6 percent denied getting help from their family members in performing domestic chores. This difference was quite small. Since the population of female respondents

(59.52%) was higher than the male respondents (40.48%), it is possible that, most female teachers did not get the help they needed from their husbands. This is supported by the findings of Muasya (2015) and Mercado (2019) who noted that, female teachers had to contend with disproportionate amount of domestic chores.

4.8.6 Teachers' sacrifice of personal life for the workplace

Teachers were asked to respond to the statement "I do not sacrifice my personal life to do more at my workplace". From the results, most teachers (61.6%) said that they did not sacrifice their personal life to do more at the workplace. Only 16.9 percent indicated that they sacrificed their personal life to more at the workplace. These findings concur with those of Uddin *et al* (2013) who found out that majority of teachers (68%) in Bangladesh managed the demands of work and life. Aeran and Ravindra (2015) also concluded that despite teachers having a lot of work, they adapted to the demands of their work by having proper coordination both at work and at home in order not to sacrifice their personal life. It is possible some of the teachers who said that they sacrificed their personal for the workplace were in boarding schools where they were required to work longer hours from early in the morning to late in the evening. Such schools have supervised morning and evening preps. Other teachers (22.5%) did not know whether they sacrificed their personal life to work more. This could be an indication that some teachers are not very sensitive to issues of work-life balance. These findings are an indication that despite

the many responsibilities teachers have, many of them still valued their personal life.

The fifth hypothesis was tested using linear regression. The hypothesis was

- v. **H₀₅: There is significant relationship between teachers’ perception of work-life balance and their job satisfaction in public secondary schools in Nairobi County.**

Table 4. 20 Linear regression on teachers’ perception of work-life balance and its influence on their job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.242	.122		13.231	.000
	Teachers’ perception of work-life balance	.145	.026	.044	1.211	.149

Predictor (constant): Teachers’ perception of work-life balance

Dependent Variable: Job satisfaction

From Table 4.20 for every unit increase in a teachers’ perception of work-life balance there was an increase of 14.5 percent in their levels of job satisfaction. This means that teachers derive job satisfaction from many other factors besides their perception of work-life balance. These factors include supervisor support, the work

environment among others. With the significant level of 0.149 ($p>0.05$) the null hypothesis that ‘There is no significant relationship between teachers’ perception of work-life balance and their job satisfaction in public secondary schools in Nairobi County’ was not rejected. These findings support those of Kamran and Zafar (2014), Zulkarnain, Johari and Tan (2018) and Soomro, Breiteneck and Shah (2018). However, these findings contrast those of Rashid, Subhan and Imran (2022) who found that teachers in private secondary schools in Islamabad increased with their job satisfaction. The difference in the findings can be attributed to current study having been in public schools as opposed to theirs in private schools. It is possible that private schools overwork their teachers to the level of them not managing to balance between work and personal life.

5.9 Relationship between work experience and teachers’ job satisfaction

According to Pyoria, Ojala, Saari and Jarvinen (2017), employees who were born in the 1980-2000s are so much into technology. They do not persevere in the workplace because they expect instant results. They easily give up and even look for new jobs or challenges. Thus, job satisfaction is shaky. However, they are very confident, optimistic and usually want to do their best. If the results are positive, they derive job satisfaction from it (Wolor, Pratama, Aditya & Purwana, 2020). Younger employees in the present world lack commitment to the organization, are less satisfied with their jobs and are ready to leave any time for better career opportunities. However, they are easily satisfied whenever they feel their

supervisors grant them some freedom, there is flexibility in the work schedules and their leaders are caring (Putriastuti & Stasi, 2019). Owings and Kaplan (2013) concluded that teachers' dissatisfaction with their jobs followed a U-shaped curve. The older teachers who were nearing retirement and the newly employed teachers were the ones who quit teaching at a higher rate. The middle experienced group was more stable and more satisfied with their jobs. This study sought to establish if teachers' working experience influenced their job satisfaction. Table 4.21 shows the results of the responses.

Table 4. 21 Teachers' work experience and job satisfaction

		Years of teaching experience								Total
		Less than 5	6 - 10	11 - 20	More than 20					
i. Supervisor support	Not satisfied	15	46.88	3	9.38	4	12.5	10	31.25	32
	Slightly satisfied	37	33.64	17	15.45	17	15.45	39	35.45	110
	Satisfied	87	33.33	66	25.29	34	13.03	74	28.35	261
	Very satisfied	30	44.78	8	11.94	11	16.42	18	26.87	67
	Extremely satisfied	6	37.5	7	43.75	1	6.25	2	12.5	16
	Total		175	36.01	101	20.78	67	13.79	143	29.42
ii. Staff welfare activities	Not satisfied	11	52.38	1	4.76	3	14.29	6	28.57	21
	Slightly satisfied	23	25.27	22	24.18	12	13.19	34	37.36	91
	Satisfied	92	39.83	36	15.58	37	16.02	66	28.57	231
	Very satisfied	25	25.77	32	32.99	11	11.34	29	29.9	97
	Extremely satisfied	24	52.17	10	21.74	4	8.7	8	17.39	46
	Total		175	36.01	101	20.78	67	13.79	143	29.42
iii. Administrative responsibilities	Not satisfied	17	58.62	1	3.45	3	10.34	8	27.59	29
	Slightly satisfied	33	33.67	19	19.39	14	14.29	32	32.65	98
	Satisfied	85	31.84	61	22.85	43	16.1	78	29.21	267
	Very satisfied	33	45.21	15	20.55	6	8.22	19	26.03	73
	Extremely satisfied	7	36.84	5	26.32	1	5.26	6	31.58	19
	Total		175	36.01	101	20.78	67	13.79	143	29.42
iv. Workload allocation	Not satisfied	15	53.57	0	0	6	21.43	7	25	28
	Slightly satisfied	22	33.33	11	16.67	10	15.15	23	34.85	66
	Satisfied	91	38.89	47	20.09	33	14.1	63	26.92	234
	Very satisfied	32	30.48	25	23.81	11	10.48	37	35.24	105
	Extremely satisfied	15	28.3	18	33.96	7	13.21	13	24.53	53
	Total		175	36.01	101	20.78	67	13.79	143	29.42
v. Ample time to live my life after work	Not satisfied	18	52.94	7	20.59	3	8.82	6	17.65	34
	Slightly satisfied	25	41.67	10	16.67	7	11.67	18	30	60
	Satisfied	83	40.1	39	18.84	26	12.56	59	28.5	207
	Very satisfied	39	28.68	36	26.47	17	12.5	44	32.35	136
	Extremely satisfied	10	20.41	9	18.37	14	28.57	16	32.65	49
	Total		175	36.01	101	20.78	67	13.79	143	29.42
vi. Availability of resources	Not satisfied	25	50	4	8	10	20	11	22	50
	Slightly satisfied	32	38.55	18	21.69	12	14.46	21	25.3	83
	Satisfied	76	34.55	40	18.18	30	13.64	74	33.64	220
	Very satisfied	32	33.68	19	20	14	14.74	30	31.58	95
	Extremely satisfied	10	26.32	20	52.63	1	2.63	7	18.42	38
	Total		175	36.01	101	20.78	67	13.79	143	29.42
vii. Access to school	Not satisfied	29	35.37	17	20.73	17	20.73	19	23.17	82
	Slightly satisfied	37	33.64	19	17.27	15	13.64	39	35.45	110
	Satisfied	78	39.8	41	20.92	19	9.69	58	29.59	196
	Very satisfied	22	33.33	18	27.27	11	16.67	15	22.73	66
	Extremely satisfied	9	28.13	6	18.75	5	15.63	12	37.5	32
	Total		175	36.01	101	20.78	67	13.79	143	29.42

From Table 4.21, majority of teachers who had taught for less than five years (33.64%) were satisfied with the supervisor support. This was slightly higher than those who had taught for over twenty years (28.35%). This difference can be attributed to the fact there were more teachers who had taught for less than five years (175) than those who had taught for over twenty years (143). Similarly, there were more teachers with less than five years' of teaching experience (44.78%) than teachers with more than twenty years' of teaching experience (26.87) who were very satisfied with the supervisor support. There were slightly more teachers who had taught for more than twenty years (35.45%) that were slightly satisfied with the supervisor support than those teachers who had taught for less than five years (33.64%). Most teachers who had taught for a period of 6-10 years (25.29%) and 11-20 (13.03%) were satisfied with the supervisor support. Looking at the category of teachers by work experience, very few of them indicated that they were either extremely satisfied or not satisfied. Thus, all teachers, regardless of their work experience were satisfied with the supervisor support.

This findings support those of Msuya (2016). She asserts that younger teachers work harder and show higher levels of job satisfaction as they envisage opportunities for promotion. However, the older teachers tend to be more satisfied because they do not want to leave their current jobs in order to try new jobs. Most of the more experienced teachers have already invested their time and other resources through their jobs and can only wait for retirement. Studies in school districts in the South

Eastern United States indicate that many young teachers are leaving their jobs to leave with their parents. Most of them cannot cope with the teaching responsibilities. Others complain that the cost of living is high yet they have to service student loan debts. They opt out of their jobs in order to continue living with their parents (Bleemer, Brown, Donghorn & Van Der Klaaw, 2016). In their study in elementary schools in the United States, Shen, Leslie, Spybrook and Ma (2012) also established that the more experienced teachers were more satisfied with their jobs than the less experienced teachers were. The state of North Carolina in America was forced to start an induction program to curb the attrition of newly employed teachers. The new teachers could not cope with their new positions. The board of Education in that state started a course called Beginning Teacher Support Program. This course aimed at helping beginning teachers to quickly settle in their profession and not quit (Goldrick, Osta, Barlin, & Burn, 2012).

Teachers with various years of work experience were also asked to show how satisfied they were with the staff welfare activities in their schools. From Table 4.21, majority of the teachers in all categories indicated that they were satisfied with the staff welfare activities. Teachers who had taught for less than five years (39.83%) were slightly more satisfied with their job than those who had taught for more than twenty years 28.57%. However there were slightly more teachers who had taught for over twenty years (29.9%) than those who had taught for less than five years (25.77%) who indicated that they were very satisfied. Comparatively, teachers who

had taught for not more than ten years (73.9%) said that they were extremely satisfied with staff welfare activities. Teachers who had taught for more than ten years were fewer (26.10%) on the aspect of ‘extremely satisfied’. These findings agree those of Solaja and Ogunola (2016) who found that the younger generation exhibited more job satisfaction than the older generation. It is possible that the teachers who had taught for not more than ten years would enjoy staff welfare activities like the arrangement of meals and other social gatherings. On the converse, more experienced have established themselves; those who are housed in the school are more likely to go to their houses for lunch. The findings of Song and Mustafa (2015) showed that the newly employed teachers were less satisfied with their jobs if there did not receive emotional support. Many times, they were not prepared for classes and so they expected emotional support from their principals, colleague teachers and even parents in order to minimize their job dissatisfaction. This study found out that most schools had teachers employed as interns as well as on the Board of Management terms. Such teachers will relish staff welfare activities that can reduce their expenditure and inconvenience.

To determine how work experience influenced teachers’ job satisfaction, teachers were asked to respond to the sub-variable of administrative responsibilities that they had. From Table 4.21 not many teachers were dissatisfied with their administrative responsibilities. Out of the few (29 in total) who were dissatisfied, most of them (58.62%) had taught for not more than five years. Only 3.45 percent of those who

had taught between 6-10 years were dissatisfied while only 10.34 percent of those who were dissatisfied had taught between 11-20 years. Those who had taught for more than twenty years accounted for 27.59 percent of those who were dissatisfied with administrative responsibilities. The job satisfaction of teachers who had taught for less than 5 years, 6-10 years and over 20 years were very close in the frequency (seven, five and six consecutively) in terms of being extremely satisfied.

Teachers who had taught for less than five years were slightly more satisfied (31.84%) with administrative responsibilities than those who had taught for more than twenty years. These results concur with those of Yavuz (2018) who in his study that examined teachers' job satisfaction in special schools concluded that when sub-variables such as administrative responsibilities, remuneration, student apathy, recognition and appreciation, success and collegial were put into consideration, there was no statistically significant difference in teachers' levels of job satisfaction. Ingersoll, Merrill and May (2014) also found no significant difference in teachers' levels of job satisfaction when considering teaching experience. The newly employed teachers showed low levels of job satisfaction in Philadelphia because as beginners, they needed time to settle in their new responsibilities. Similarly, teachers who were more experienced but approaching retirement age also showed low levels of job satisfaction because they were not enthusiastic with their responsibilities anymore.

This study sought to establish if there was any difference in teachers' job satisfaction based on their work experience on the sub-variable of workload. From Table 4.21, majority (53.57%) of the teachers who had taught for a period of not more than 10 years said that they were not satisfied with their workload. On the converse, only 46.43 percent of the teachers who had taught for more than 10 years were dissatisfied with their workload. These findings agree with those of Wahyudi (2018) who in his study found out that the more experienced teachers had gained a tool of enhancing their performance and could easily derive job satisfaction from it. This difference, therefore, could easily be attributed to the fact that the more experienced teachers have a higher of their work. Haider and Azmi (2018) in their study also concluded that younger teachers had low job satisfaction levels because new responsibilities. They needed time to adjust in their new environment. Once they settled down, they were able to enjoy their job. Similarly, in their study in Sweden, Allodi and Fischbein (2012) found out that beginning teachers had low levels of job satisfaction. They felt that they did not have the professional autonomy they needed to enjoy their jobs.

Meanwhile, the more experienced teachers showed higher levels of job satisfaction which was attributed to the vast professional experience that they enjoyed. Pedra (2013) in his longitudinal study in United States also established that many young teachers were highly dissatisfied with their jobs. The study concluded that in the region of Philadelphia, 42 percent of teachers who had taught for not more than five

years quit teaching. Chan (2014) also had similar findings. In his study on programs that were in place to effectively induct and mentor K-12 teachers, he discovered that beginning teachers were more dissatisfied with their teaching responsibilities than the more experienced teachers were. The study recommended that more induction programs be organized by school managers to help the teachers to perform better, found themselves well and ensure stability in the teaching profession.

These findings diverge from those of Jomoad, Antiquinah, Cericos, Bacus, Vallejo, Dionio, Bazar, Cocolan and Clarin (2021) who in their study established that the more experienced teachers often felt challenged because they had to deal with the many changes that were commonly introduced in teaching. These changes included the need to embrace the latest technology in teaching, new student assessment styles, development plans to improve an individual, and long-term educational plans. They were forced to adjust to the pressure and this often left them dissatisfied compared to the younger generation. The findings of the current study also conflict with those of Cucchiara, Rooney and Robertson-Kraft (2015) who established that most experienced in their pre-retirement were frustrated with the numerous changes in school programs. They detested the many professional development training that they had to undergo. This is supported by the findings of Johnson, Jacovina, Russell and Soto (2016) who assert that although teachers generally appreciate the value of technology in teaching, the older generation is usually find it more challenging. This is possible because sometimes the older generation resists change. The findings of

the current study also disagree with those of Klassen and Chiu (2011) who in their study in Canada, found out that both newly employed and the most experienced teachers exhibited low levels of job satisfaction. On the other hand, teachers in their mid-teaching experience showed higher levels of job satisfaction. The beginning teachers did not care much about their profession. In fact, to them, teachers' turnover and retention did not matter much. Those teachers who were about to retire also cared less about teachers' attrition and retention.

Teachers were asked if they had ample time to live their life after work. The study sought to establish if there was any difference in the teachers' levels of job satisfaction because their work experience. From Table 4.21 there were slightly more teachers (40.10%) who had taught for more than five years that were satisfied with the amount of time they had to live their personal life after work than those who had taught for more than twenty years (28.50%). However, there were more experienced teachers (32.35%) than the less experienced teachers (30.40%) who said that they were very satisfied with the amount of time they had to live their personal life after work. From these results, majority of the teachers in public secondary schools in Nairobi, regardless of their work experience, have ample time to live to their life after work. These findings disagree with those of Punia and Kamboj (2013), who concluded that, irrespective of a teacher's work experience, teaching demanded a teacher's time in school and many times even at home since they had to prepare for the following day. Thus, the teacher worked in a challenging

environment and was therefore forced to spend extra hours daily in order to be effective and successful. Marmol (2019) also found out that teachers worked over eight hours daily and many times worked over the weekends and even holidays. This made them to offer up their good health, family and personal domains. The Kenyan situation, especially in Nairobi, seems to have changed greatly: the staffing situation is good and therefore enhances the teacher's personal life. It is no wonder that there a few teachers (49 in total) who even indicated that they were extremely satisfied that they had ample time to live their personal life after work.

This study compared the teachers' job satisfaction by work experience with the availability of resources in their schools. From Table 4.21 there was no difference in teachers' job satisfaction between teachers who had taught for not more than five years (satisfied: 34.55% and very satisfied: 33.68%) and those who had taught for more than twenty years (satisfied: 33.64% and very satisfied: 31.58%). This is where the majority of teachers chose: satisfied and very satisfied. These findings support those of Dutta and Sahney (2016) who found out that all teachers, regardless of their work experience, were satisfied with their availability of learning and teaching resources. Principals with instructional leadership style were found to be very considerate in the provision of teaching and learning resources. In their study, Toropova, Myberg and Johansson (2019) also found out that teachers at all levels of teaching experience were satisfied with the school environment and especially the availability of teaching and learning resources.

However, the findings of this study conflict with those of Ingersoll & Merrill, 2012 who researching on teacher attrition in the United States found out that the rate at which teachers were leaving teaching, as a profession, was alarming. The most affected schools were the high-minority, high-poverty and sub-urban schools. These schools were ill equipped. The beginning teachers were the ones who were leaving in big numbers. Most of them hardly worked for five years. According to Alliance or Excellent Education (2014), on average, 40-50 percent of young teachers in the United States left teaching in the first five years. This was because of inadequate resources especially in rural, high-minority and high-poverty schools. This trend was common in the afore-mentioned categories of schools because many times, the poor schools are forced to divert developing the teachers, recruiting, hiring among other needs. Thus, the beginning teachers soon quit teaching and so the cycle continues (Grissom & Loeb, 2011).

On the accessibility of school, there were slightly more younger teachers who were not satisfied (35.37%) than the more experienced teachers who were not satisfied (23.17%) with the accessibility of the school. This is possible because, in Nairobi, the more experienced teachers were likely to have been living in schoolhouses or had known how to maneuver their way to school. Meanwhile, the younger teachers might have been looking for their bearing and perhaps not even fully decided if they wanted to stay in teaching. Toropova, Myberg and Johansson (2019) concluded that the attrition of teachers was higher at the initial stages of their teaching career. These

findings resonate well with those of Shonje (2016) who concluded that in Kisarawe District in Tanzania, most public secondary school teachers lived far away from the schools in which they taught. This left them dissatisfied with their jobs.

Irrespective of their teaching experience, teachers were satisfied with all the seven aspects of job satisfaction: supervisor support, staff welfare activities, administrative responsibilities, workload allocation, ample time to live their personal life after work, availability of resources and access to school. This corroborates the findings discussed in the preceding objectives herein. The second highest number of teachers, regardless of their teaching experience, also indicated that they were very satisfied with five aspects of job satisfaction. However, majority of teachers who had taught for over twenty years were just slightly satisfied with supervisor support (35.45%) and administrative responsibilities (32.65%). These findings diverge from those of Reilly, Dhingra and Boduszek (2014) who in their study found out that there was no significant relationship between teachers' job satisfaction and their teaching experience. In fact, the teachers' job satisfaction decreased with the increase in teaching experience. From the foregoing trend, the findings of this study support those of Owings and Kaplan (2013) who concluded that teachers' dissatisfaction with their jobs followed a U-shaped curve. The older teachers who were nearing retirement and the newly employed teachers were the ones who quit teaching at a higher rate. The middle experienced group was more stable and more satisfied with their jobs. In order to test if there was any significant

difference in teachers' job satisfaction based on their teaching experience, regression analysis was done. Table 4.22 shows the results.

Table 4. 22 Influence of teachers' work experience on their job satisfaction

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
i. Supervisor support	Regression	.724	1	.724	.979	.323 ^b
	Residual	259.616	485	.740		
	Total	260.340	486			
ii. Staff welfare	Regression	1.925	1	1.925	2.093	.149 ^b
	Residual	322.766	485	0.920		
	Total	324.691	486			
iii. Administrative responsibilities	Regression	.071	1	.071	.095	.758 ^b
	Residual	261.028	485	.744		
	Total	261.099	486			
iv. Workload	Regression	0.173	1	0.173	0.174	.676 ^b
	Residual	347.487	485	0.990		
	Total	347.66	486			
v. Ample personal time	Regression	7.63	1	7.63	7.401	.007 ^b
	Residual	361.854	485	1.031		
	Total	369.484	486			
vi. Availability of resources	Regression	.339	1	.339	.309	.578 ^b
	Residual	384.522	485	1.096		
	Total	384.861	486			
vii. Access to school	Regression	.073	1	.073	.060	.806 ^b
	Residual	425.287	485	1.212		
	Total	425.360	486			

From Table 4.22 out of the seven aspects of job satisfaction, all but one (ample personal time) showed significant statistical difference. This means that teachers'

work experience did not have much influence on their job satisfaction. These findings contradict those of Wangari and Orodho (2014) who in their study found out that there was a significant difference in teachers' levels of job satisfaction because of their teaching experience. Yavuz (2018) also found out that teachers' levels of job satisfaction had a statistically significant difference for teachers who had taught between 1-10 years and those who had taught for between 11-20 years.

In his study, Yavuz (2018) found that teachers in their early years of working, usually between 1-10 years, tend to have a higher level of job satisfaction support these results. This was attributed to the fact that they were more enthusiastic and positive in their work. However, on the other hand, the more experienced teachers also enjoy higher job satisfaction because they can easily work given their experience and mastery of content. Msuya (2016) also had similar findings. She asserts that younger teachers work harder and show higher levels of job satisfaction as they envisage opportunities for promotion. However, the older teachers tend to be more satisfied because they do not want to leave their current jobs in order to try new jobs. Most of the more experienced teachers have already invested their time and other resources through their jobs and can only wait for retirement. This explains why six out of seven aspects of job satisfaction showed that teachers' work experience did not have much influence on their job satisfaction. The less experienced teachers have their reasons for job satisfaction as much as the more the experienced teachers do. Hence, with $p \text{ value}=0.05$, this means that the fifth

hypothesis that stated that, “There is no significant relationship between teachers’ work experience and their job satisfaction in public secondary schools in Nairobi County” was not rejected. Regression analysis for combined independent and dependent variables.

This study wanted to establish a possible regression model that could be used to predict the relationship between the combined independent variables and the dependent variable. The results are summarized in Table 4.23.

Table 4.23 Regression analysis of results of combined independent and dependent variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.666	1	18.666	15.950	.000 ^b
	Residual	411.944	485	1.170		
	Total	530.610	486			

- a. Dependent Variable: Job satisfaction
- b. Predictors: (Constant), Supervisor support, , teacher’s workload, school environment, teacher’s gender, teachers’ perception of work-life balance and work experience

The relationship between supervisor support, teacher's workload, school environment, teacher's gender, teachers' perception of work-life balance and work experience with teachers' job satisfaction was tested through multiple regression analysis. The results from Table 4.23 show that the F value (15.950) was significant at 0.000 ($p < 0.05$).

5.10 Teachers' levels of job satisfaction

Teachers were asked how satisfied they were with their jobs on various aspects. Their responses are shown in 4.24.

Table 4. 24 Teachers' job satisfaction

Job aspect		Not Satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
i. Supervisor support	F	30	111	257	70	18	486
	%	6.2	22.8	52.9	14.4	3.7	100
ii. Administrative duties	F	28	99	265	73	21	486
	%	5.8	20.4	54.5	15	4.3	100
iii. Workload allocation	F	28	66	234	104	54	486
	%	5.8	13.6	48.1	21.4	11.1	100
iv. Ability to balance between work and home	F	31	61	204	128	62	486
	%	6.4	12.5	42	26.3	12.8	100
v. Availability of school resources	F	49	87	219	92	39	486
	%	10.1	17.9	45.1	18.9	8	100
vi. Access to school	F	81	109	198	66	32	486
	%	16.7	22.4	40.7	13.6	6.6	100
vii. Colleagues' support	F	19	92	232	97	46	486
	%	3.9	18.9	47.7	20	9.5	100

From Table 4.24 majority of teachers were satisfied with all the job aspects they were asked about. It was encouraging to note that 52.9 percent of the teachers were satisfied with the support they received from their supervisors. This resonates well

with Eisenberger and Stinglhamber (2011) who asserted, employees value supervisor support, as they are aware that the supervisor's evaluation of their performance is often communicated to the executives. Moreover, 48.1 percent of the teachers indicated that they were satisfied with the workload allocated to them. As earlier mentioned most schools had employed teachers on BOM terms to alleviate shortage that they experienced. The highest form of dissatisfaction was 16.7 percent (not satisfied) with access to school. Indeed, there were a few schools in this study that were located off public transport. Teachers who commuted to such schools experienced some challenges.

The multiple regression analysis results were further used to determine the influence of each of the six dependent variables (supervisor support, teachers' workload, school environment, teachers' gender, teachers' perception of work-life balance and teachers' work experience) on the teachers' job satisfaction. The influence of each dependent variable on the independent variable is discussed below. The results are shown in Table 4.25.

Table 4. 25 Relationship between determinants of teachers’ job satisfaction

	Unstandardized		Standardize		Sig.
	Coefficients		d		
	B	Std. Error	Beta	t	
Supervisor support	-.169	.203	.169	4.006	.000
Teachers’ workload	.166	.103	.166	1.905	.112
School environment	.195	.047	.203	3.993	.000
Teachers’ gender	.147	.146	.147	0.949	.092
Teachers’ perception of work-life balance	.151	.267	.164	3.025	.183
Teachers’ work experience	.158	.124	.148	2.068	.198

Table 4.25 shows the overall model indicating that supervisor support and school environment were highly significant, both at $p=0.000$. The school environment ($X_3=.203$) was the highest predictor of teachers’ job satisfaction followed by supervisor support ($X_1= -.169$). These were followed by teachers’ workload ($X_2= .166$), teachers’ perception of work-life balance ($X_5= .164$) and teachers’ work experience ($X_6= .148$) respectively. The least predictor of teachers’ job satisfaction was teachers’ gender ($X_4= .147$).

The following model was adopted:

$$Y = \beta_0 - \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Job Satisfaction

β_0 = Constant term

$\beta_1 - \beta_6$ = slopes coefficients representing the influence of the various independent variables on the dependent variable.

X_1 = supervisor support

X_2 = teachers' workload

X_3 = school environment

X_4 = teachers' gender

X_5 = teachers' perception of work-life balance

X_6 = teachers' work experience

ε = Error term

Thus, the fitted model was:

$$Y = 36.32 - .169X_1 + .166X_2 + .203X_3 + .147X_4 + .164X_5 + .124X_6 + e$$

These results where $X_1 = -.169$ show that when there is one unit increase in supervisor support, the teachers' levels of job satisfaction decrease by 0.169 units.

$X_2 = .166$ means that when there is one unit increase in the teachers' workload the teachers' levels of job satisfaction increase by 0.166 units.

$X_3 = .203$ means that when there is one unit increase in the school environment the teachers' levels of job satisfaction increase by 0.203 units.

$X_4 = .147$ means that when there is one unit increase in the teachers' performance of their duties according to their gender the teachers' levels of job satisfaction increase by 0.147 units.

$X_5 = .164$ means that when there is one unit increase in teachers' perception of work-life balance the teachers' levels of job satisfaction increase by 0.164 units.

$X_6 = .148$ means that when there is one unit increase in teachers' work experience the teachers' levels of job satisfaction increase by 0.148 units.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.11 Introduction

The preceding chapter dealt with data presentation and analysis. This chapter summarizes the findings of the study. It consists of the summary of the study, conclusions, recommendations and suggestions for further study.

5.12 Summary of the study

This study set out to investigate the influence of work-life balance determinants on job satisfaction among public secondary school teachers in Nairobi County, Kenya.

The objectives of the study were:

- i. To determine the influence of supervisor support on teachers' job satisfaction in public secondary schools in Nairobi County.
- ii. To determine the influence the teachers' workload has on teachers' job satisfaction in public secondary schools in Nairobi County.
- iii. To establish the influence a school environment has on teachers' job satisfaction in public secondary schools in Nairobi County.
- iv. To assess the influence of gender on teachers' job satisfaction in public secondary schools in Nairobi County.

- v. To determine the influence of teachers' perception of work-life balance on their job satisfaction in public secondary schools in Nairobi County.
- vi. To assess the influence of work experience on teachers' job satisfaction in public secondary schools in Nairobi County.

To measure these objectives, the following six null hypotheses were developed:

- i. H₀₁: There is no significant relationship between supervisor support and the teachers' job satisfaction in public secondary schools in Nairobi County.
- ii. H₀₂: There is no significant relationship between teachers' workload and the teachers' job satisfaction in public secondary schools in Nairobi County.
- iii. H₀₃: There is no significant relationship between school environment and the teachers' job satisfaction in public secondary schools in Nairobi County.
- iv. H₀₄: There is no significant difference between male and female teachers' job satisfaction in public secondary schools in Nairobi County
- v. H₀₅: There is no significant relationship between teachers' perception of work-life balance and their job satisfaction in public secondary schools in Nairobi County.
- vi. H₀₆: There is no significant relationship between teachers' work experience and their job satisfaction in public secondary schools in Nairobi County.

The study used descriptive survey design. The target population consisted of 83 principals and 1759 teachers from the 83 public secondary schools in Nairobi

County. This study involved 67 schools which was 80.1 percent of the 83 public secondary schools in Nairobi County arrived at through stratified and simple random sampling. The schools were stratified into four: national, extra-county, county and sub-county schools. The names of all the schools in each stratum were each written on a piece of paper, folded and placed in four different boxes, as per their stratum. They were well mixed up in their respective boxes before drawing out the sample randomly. This translated to 67 principals of those schools that the study used as a sample. The study through simple random sampling involved 670 teachers from the 67 sampled schools, this being 40% of the total 1676 (excluding principals) public secondary school teachers in Nairobi County.

The researcher collected data from teachers through questionnaires (Appendix II) and from the principals through an interview schedule (Appendix III). Out of the 670 teachers targeted 486 returned the questionnaires representing 72.5 percent. On the part of the 67 targeted principals, 42 were interviewed representing 62.7 percent. The data was analyzed both quantitatively and qualitatively using Microsoft Excel and SPSS version 22.

The study, at an alpha value of $p < 0.05$ established that there was a highly negative relationship between supervisor support and teachers' levels of job satisfaction. However, the study found out that both the performance of duties by teachers according to their gender and the teachers' workload were positively significant at

alpha value of $p > 0.05$. The results of the last objective at an alpha value of $p < 0.05$ was highly significant showing that the school environment had a high positive relationship with the teachers' levels of job satisfaction.

Influence of supervisor support on teachers' levels of job satisfaction

The findings revealed that majority of teachers were happy with the support they got from their respective principals especially by the principal contributing money when they were bereaved (60.5% strongly agreed and 32.1% agreed). They were also satisfied with the principal readily permitting them to attend to their personal matters with 30.2 percent of them strongly agreeing and 43.8 percent agreeing. When teachers know that they will be readily given permission by the principal to attend to their personal matters, they are likely to be more committed to their responsibilities as a way of reciprocating.

Another area of support that drew great agreement was that of the principal valuing training opportunities. A combined total of 78.6 percent were in agreement (42.0% strongly agreed while 36.6% agreed) that the principal valued training opportunities. However most teachers indicated that the principal did not call them when they or members of their families were indisposed. A combined total of 48.6 percent showed that their principal did not call them. Majority of the teachers (67.2%) further said that the principal does not visit them when they are indisposed or bereaved. This is understood as most principals are usually busy with administrative

duties and sometimes even teaching. Some 70 percent of the teachers indicated that their principal did not give feedback promptly. This study also revealed that 69.3 percent of the teachers felt that their principal did not encourage them to live their personal lives well. This resonates well with what some principals said when the researcher was interviewing the principals. For instance,

“Life is a personal choice. Teachers who choose to live their personal lives well do so. Those who don’t, is up to them,” remarked principal number 16.

Teachers’ workload and job satisfaction

This study noted that many teachers (46.2%) said that teaching did not interfere with their personal life. Only 23.8 percent of the teachers indicated that teaching responsibilities interfered with their personal life. Many more (63.5%) said that they did not carry schoolwork to continue with it in the house. Only 20.8 percent agreed that they carried work to continue with it in the house. Majority of them (71.6%) denied engaging their family members or friends to help them finish marking. Only a small group of them (10.9%) said that they hardly met work related deadlines. Most of them (73.5%) met the deadlines. Interestingly, many teachers (71.4%) were not satisfied with their teaching responsibilities (with only 11.9% satisfied). Some teachers (28.0%) worked even over the weekend. This is possible because some day schools have classes on Saturdays while boarding schools engage some teachers (if not all) over the weekends.

School environment and teachers' job satisfaction

This study found out that there was a highly significant positive relationship between the school environment and the teachers' levels of job satisfaction. Most teachers (59.5%) agreed that they were happy with their school environment for it gave them time to live their personal life. A small group constituting 20.5 percent said that they were unhappy with the school environment for not giving them time to live their personal life. The biggest percentage of the teachers (65.0%) agreed that their schools had adequate resources with 16.2 percent disagreeing. Nairobi is indeed well endowed with resources. As a result, very few teachers (35.4%) used their personal resources in lesson preparations.

The discipline situation in public secondary schools in Nairobi seems to have considerably improved. This is because 38.9 percent of the teachers disagreed spending a lot of time on maintenance of student discipline while only 34.6 percent agreed spending a lot of time on student discipline. This can be attributed to the synergy of the stakeholders such as the introduction of one-week mid-term in first and second term, banning of social activities in third term and re-emphasizing the role of the student councils among others. However, the student-teacher ratio denied many teachers (55.3%) an opportunity to live their personal life well. Only 29.6% managed to cope with the high student-teacher ratio. Travelling between school and home did waste time of many teachers (43.6%). However, 37.7 percent of the teachers indicated that travelling between school and home wasted their time. This

is true because most boarding schools in the study housed most of their teachers. Of more concern was that majority of teachers (76.9%) felt insecure with the location of the school.

Teachers' gender and job satisfaction

This study concluded that there was no significant difference between male and female teachers' levels of job satisfaction in light of their performance of their duties. Given that, there were more female teacher respondents (292 or 60.08%) than male teacher respondents (194 or 39.92%), the summarized findings bear this in mind.

The study established that most teachers (61.1%) had sufficient time to live their life after work. There was no significant difference in gender with those who agreed having time being 7.2 percent male and 9.5. This is in agreement with the principals' responses in their interview where 50 percent of them said that they assigned co-curricular duties to teachers equally irrespective of their gender. However some principals added that female teachers with young babies were assigned less co-curricular duties to allow them have more family time. This study confirmed that teachers in deed had sufficient time to live their personal life by asking the teachers whether teaching interfered with their personal life. The results found that 21.3% male and 28.5% female teachers disagreed that teaching interfered with their personal life. Those who agreed with statement were 9.1 percent male and 16.4

percent female teachers. This was possible since teachers' individual circumstances vary from one teacher to another.

The number of female teachers (40.4%) was almost eight times the number of male (5.4%) who agreed that they were always in a hurry to get home to fulfil family obligations. On the other hand, 28.9 percent of male teachers with only 10.94 percent female teachers disagreed with the statement. This shows that female teachers, like Anuradha (2015) concluded, were needed more at home than male teachers were. Most female teachers (37.8%) agreed that their schoolwork ended once they went home as compared to 7.6 male teachers. These results support the previous two statements and further shows that teachers have time for their personal life.

The study further found out that more male teachers (24.5%) agreed giving their homes enough attention than female teachers (10.4%). There more female teachers (36.4%) who agreed that they were not getting enough support from their family members in domestic chores than male teachers (4.3%). Majority of the teachers said that they did not sacrifice their personal life to do more at the work place (male 26.3%, female 35.7%). Finally, the study established that most female teachers (37.6%) did not manage to work and live their personal life well as compared to male teachers (30.7%). This as earlier mentioned is because of female teachers having more domestic responsibilities than male teachers do.

Teachers' perception of work-life balance and job satisfaction

Majority of the teachers (68.3%) said that they did not manage to work and live their personal life well although they agreed that they somehow managed to meet their family responsibilities. Majority of the teachers (83.7%) said that their schoolwork ended once they got home. Further, majority of them (61.6%) said that they did not sacrifice their personal life to do more at the workplace. However many of them (44.2%) said agreed that their families were concerned about them (teachers) spending a lot of time at school and that they were getting help from their family members in performing domestic chores. In Kenya, the last few years have seen the Teachers Service Commission (TSC) employing teachers as interns to try to alleviate the teachers' shortage. This has been boosted by school Boards of Management (BOM) that have also been employing teachers. This must have positively affected the teachers' ability to attend to their family responsibilities.

Teachers' work experience and job satisfaction

Majority of teachers, irrespective of their teaching experience, were satisfied with all the seven aspects of job satisfaction: supervisor support, staff welfare activities, administrative responsibilities, workload allocation, ample time to live their personal life after work, availability of resources and access to school. This means that teachers' work experience did not have much influence on their job satisfaction. Teachers in their early years of working tend to be more enthusiastic and positive in their work. On the other hand, the more experienced teachers also enjoy higher job

satisfaction because they can easily work given their experience and mastery of content. Younger teachers work harder and show higher levels of job satisfaction as they envisage opportunities for promotion. However, the older teachers (29.4% had more than 20 years of teaching experience) tend to be more satisfied because they do not want to try new jobs.

5.13 Conclusions

1. The findings show a negative relationship between supervisor support and teachers' job satisfaction. The principal's support to teachers, especially financial support during bereavement, readily granting permission to teachers to attend to their personal needs and supporting teachers to benefit from training opportunities were most appreciated by the teachers. However, the teachers expect the principals to give feedback promptly and to encourage them more to live their personal life well.
2. Most principals (56%) were forced to hire teachers on BOM terms to help in managing teachers' workload occasioned by the shortage of teachers. This even included when a teacher was on leave for barely a month. This strained the school budget.
3. In terms of gender, there was no significant difference in between male and female teachers' job satisfaction. Both male and female teachers manage to cope

with their responsibilities. Assigning teachers duties especially co-curricular ones should be done based on interests and abilities but not necessarily gender. Most teachers finish schoolwork at school and go home to live their personal life.

4. Teaching does not interfere with the teachers' personal life. Many of them meet the work related deadlines and have weekends to themselves. However, most teachers do not like teaching responsibilities.
5. Most public secondary schools in Nairobi have adequate learning and teaching resources. The levels of student discipline are generally good. The student-teacher ratio is still a challenge to many schools. Many teachers feel insecure with the location of their schools.
6. Teachers' work experience did not have much influence on their job satisfaction. Teachers who have not taught for long work harder and derive their job satisfaction from the hope for promotions. On the other hand, the more experienced teachers derive their job satisfaction from the fact that they have already established life on the foundation of their job.

5.14 Recommendations

1. The TSC should strive to employ more teachers to address the shortage of teachers. Public secondary schools with some financial ability have employed

many teachers on BOM terms. The fiscally challenged ones continue to grapple with the shortage. The workload makes some teachers to be overworked hence rendering them ineffective in some instances.

2. The Teachers Service Commission should formulate statutory policies that promote teachers' work life balance. Besides the various types of leave that teachers are entitled to, the TSC should consider providing guidelines on how the already overworked teacher can find time to live his or her personal life better.
3. The Ministry of Education Science and Technology should liaise with the Ministry of Interior to secure school environment. Teachers should feel secure entering and leaving their workstations. Some boarding schools engage some teachers in the evening. Such teachers should feel secure to go home after work.
4. Principals need to make deliberate effort to sensitize teachers to live their personal life well. They should abandon the attitude that teachers are free to choose how to live their personal life. This could involve, occasionally, having sessions where professionals in matters work life balance talk to teachers.
5. The school managers should design appropriate programs that will enable them retain both beginning teachers and the more experienced ones. Beginning

teachers expect promotions while the older teachers expect a smooth end of their career.

5.15 Suggestions for further research

1. This research only considered the independent and dependent variables. There is need to carry out a similar study which will consider the moderating and intervening variables. Such a study may reveal other factors that increase or decrease public secondary school teachers' job satisfaction in Nairobi County.
2. The scope of this study was public secondary school teachers in Nairobi County. There is need to carry out a similarly study for extent analysis, for instance, in rural public secondary schools in Kenya to determine whether or not, teachers there are satisfied with their jobs.
3. This study concentrated on teachers' job satisfaction in public secondary schools in Nairobi. Further study should be carried in Nairobi County in both public and private secondary schools to determine teachers' job satisfaction.
4. A study should be carried out in public secondary schools in Nairobi to determine how secure the schools and teachers are.

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APPENDICES

Appendix I: Letter of introduction

University of Nairobi,
Department of Educational
Administration and Planning,
P.O. Box 92,
Kikuyu.

1st February 2019

Dear Principal,

RE: PERMISSION TO CONDUCT RESEARCH

I am a student at the University of Nairobi carrying out a research on **the determinants of teachers' job satisfaction in public secondary schools in Nairobi County, Kenya**. I kindly request you to allow me to collect data from your school by completing the questionnaire provided. I promise that your identity will be treated as confidential and that the data will be used for the purpose of this research only.

Your cooperation will be highly appreciated.

Thank you.

Yours faithfully,



Odisa Alfred Mathews

E96/50141/2015

Appendix II: Teachers' questionnaire

This is a questionnaire aimed at helping me collect some information from you.

Kindly answer all questions appropriately. **Instructions:**

1. Do not write your name.
2. Kindly answer all the questions by placing a tick (√) where appropriate.

Part A: Demographic information

1. What is your gender? Male [] Female []
2. For how many years have you been teaching? Less than 5 []
6-10 [] 11-20 [] more than 20 []
3. What is the category of your school?
National [] Extra-county [] County [] Sub-county []

Part B: Supervisor support and job satisfaction

4. Please tick the statement which best describes the level of your supervisor's support in your job satisfaction.

Scale: (Strongly agree=5, agree=4, Neutral=3, disagree=2, strongly disagree=1)

	Statement	5	4	3	2	1
	My principal/supervisor:					
i.	Contributes money to support a teacher who is bereaved.					
ii.	Readily permits me to attend to my personal matters.					
iii.	Calls me if one of my family members is or I am sick.					
iv.	Values training opportunities.					
v.	Cannot not visit me if I am sick or bereaved.					
vi.	Does not encourage me to pursue further studies.					
vii.	Does not give feedback promptly.					
viii.	Does not encourage me to live my personal life well.					

Part C: Teachers' workload and job satisfaction

5. A Using the following table and the scale provided, please tick the statement which best rates how your teaching responsibilities affect your job satisfaction.

Scale: (Strongly agree=5, agree=4, Neutral=3, disagree=2, strongly disagree=1)

	Statement	5	4	3	2	1
i.	My teaching responsibilities interfere with my personal life.					
ii.	I often carry schoolwork to continue with it in the house.					
iii.	Sometimes I engage my family members or friends to help me finish marking.					
iv.	I hardly meet deadlines in scheming, lesson plans, setting, and marking exams.					
v.	I am not satisfied with my responsibilities.					
vi.	My weekends are not planned around schoolwork.					

Part D: School environment and job satisfaction

6. Using the following table and the scale provided, please tick your opinion which best describes how your school environment affects your job satisfaction.

Scale: (Strongly agree=5, agree=4, Neutral=3, disagree=2, strongly disagree=1)

	Statement	5	4	3	2	1
i.	I am happy with the school environment for it gives me time to live my life.					
ii.	My school has adequate resources for teaching.					
iii.	I often use my personal resources to prepare for my lessons.					
iv.	I spend a lot of time on maintaining student discipline.					
v.	The student-teacher ratio does not allow me to live my personal life well.					
vi.	Travelling between my house and school wastes my personal time.					
vii.	I do not feel secure with the location of my school.					

Part E: Influence of teachers' gender on job satisfaction

7. Using the following table and the scale provided, please tick the statement which best describes the relationship between work schedules and job satisfaction.

Scale: (Strongly agree=5, agree=4, Neutral=3, disagree=2, strongly disagree=1)

	Statement	5	4	3	2	1
i.	I have sufficient time to live my life after work.					
ii.	Teaching has too many responsibilities.					
iii.	I am always in a hurry to get home after work.					
iv.	My schoolwork does not make me happy.					
v.	I do not get enough support from my colleagues.					
vi.	I do not sacrifice my time to do more at my work place.					
vii.	I do not always manage to complete my schoolwork on time.					

Part F: Influence teachers' of perception of work-life balance on job satisfaction

Scale: (Strongly agree=5, agree=4, Neutral=3, disagree=2, strongly disagree=1)

	Statement	5	4	3	2	1
i.	I manage to work and live my personal life well.					
ii.	Teaching interferes with my family responsibilities.					
iii.	My family is concerned that I spent too much time at work.					
iv.	My schoolwork ends once I go home.					
v.	I do not get enough support from my family members in domestic chores.					
vi.	I do not sacrifice my personal life to do more at my work place.					

Part G: Influence of teachers' work experience on job satisfaction

Scale: (Extremely satisfied=5, very satisfied=4, satisfied=3, slightly satisfied=2, not satisfied=1)

	Statement	5	4	3	2	1
i.	From my experience, my supervisor gives me adequate support.					
ii.	We have supportive welfare activities.					
iii.	I am happy with my administrative responsibilities.					
iv.	I manage to handle my workload allocation.					
v.	I get ample time to live my life after work.					
vi.	My school has adequate resources.					
vii.	My school is easily accessible.					

Part H: Levels of job satisfaction

Job aspect	Satisfaction level				
	Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
Supervisor support					
Administrative duties					
Workload allocation					
Ability to balance between work and home					
Availability of resources					
Access to school					
Colleague's support					

Thank you for participating in this study.

Appendix III: Principals' interview schedule

1. For how long have you been a principal in this school?
2. What do you do to promote teachers' welfare in this school? Do you think that satisfies your teachers?
3. What happens to lessons of a teacher who is on leave for a month or more?
4. In your opinion, between male and female teachers, whom do you assign more duties? Who do you think needs more time to live their personal life?
5. Do you think the teachers' workload in this school allows them ample time to live their personal lives?
6. In your view, does your school environment place more demands on teachers hence interfering with their personal lives?

Thank you.

Appendix IV: Recommendation letter



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telephone: 020-2701902
Telegram: "CEES"
E-mail: dept-edadmin@uonbi.ac.ke

P.O. Box 30197-00100, NRB
OR P.O. Box 92-00902 KIKUYU

July 17, 2019

Our Ref: UON/CEES/SOE/A&P/1/4/9

TO WHOM IT MAY CONCERN

ODISA ALFRED MATHEWS- E96 /50141/2015

This is to certify that the above named is a Doctorate student in the Department of Educational Administration and Planning at the University of Nairobi. He has completed his course work and is summarizing his research proposal on " **Influence of Work - life Balance Practices on Teachers' Levels of Job Satisfaction in Public Secondary Schools in Nairobi, Kenya.** " His area of specialization is Education in Educational Administration. Any assistance accorded him will be highly appreciated.

Thank you.

Yours faithfully

PROF. JEREMIAH M. KALAL, PhD
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

JMK/sg

Appendix V: Research Authorization



Republic of Kenya
MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/VOL.1

DATE: 1ST OCTOBER, 2019

Mr. Alfred Odisa
University of Nairobi
NAIROBI.

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "*Influence of Work –Life Balance Practices on Teachers' Level of Job Satisfaction in Public Secondary Schools in Nairobi, Kenya.*"

This office has no objection and authority is hereby granted for a period ending **21st August, 2020** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.


DRUSILLA MOSIORI
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI




Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI




Appendix VI: Research permit


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **974956** Date of Issue: **21/August/2019**


RESEARCH LICENSE




**This is to Certify that Mr.. Alfred Odisa of University of Nairobi, has been licensed to conduct research in Nairobi on the topic:
Influence of Work-Life Balance Practices on Teachers' Levels of Job Satisfaction in Public Secondary Schools in Nairobi, Kenya
for the period ending : 21/August/2020.**

License No: **NACOSTI/P/19/645**

974956
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code


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