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# Headteachers' Provision of Conducive Working Conditions: A Predictor of Teachers Job Satisfaction in Public Primary Schools in Nandi County, Kenya.

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## ABSTRACT

The purpose of this study was to investigate the influence of headteachers' provision of conducive working conditions on teachers' job satisfaction in public primary schools in Nandi County, Kenya. A descriptive research design was used. The target population for the study was 5470 teachers, in 691 primary schools in Nandi County. A sample of 548 teachers from 117 schools was done. Simple random sampling technique was used in selecting teachers, 4 teachers per school to fill the questionnaires. The instrument used in the collection of data was questionnaire for teachers. The data from questionnaires were interpreted by quantitative analysis using Frequencies, percentages and means were used to report the data was analyzed using Analysis of Variance (ANOVA). The parameters of the working conditions include: Provision of sanitary facilities, Availability of adequate staff facilities, Provide subsidized meals and water, Provides teachers houses and security, Working well ventilated rooms, Provide adequate teaching learning materials and Provide ICT for communication.

The results shows that there was a statistically significant difference between groups as determined by one-way ANOVA ( $F(4, 91) = 6.033, p = .000$ ), ( $F(4, 91) = 4.096, p = .004$ ) for Provide open communication channels and Provision of sanitary facilities increase job satisfaction respectively. There was no significant difference between groups for: Provide subsidized meals, Availability of adequate staff facilities and water and Provides teachers houses and security show ( $F(4, 91) = 1.166, p = .331$ ), ( $F(4, 91) = 1.686, p = .160$ ) and ( $F(4, 91) = 1.718, p = .153$ ) respectively. From the findings, it was established that head teachers provision of conducive working conditions influenced teachers' job satisfaction. Further it was established that variables open communication channels and provision of sanitary facilities increased job satisfaction. It means that the more head teachers provided favourable working conditions, the more teachers were satisfied with their work.

*The recommendations made to the Ministry of Education may support the teachers' by financing, this can be realized through mobilization of parents, politicians and other well-wishers to provide these funds for the incentives and rewards in order to provide a good working conditions to teachers. Teachers Service Commission may through the head teachers and other TSC agents provide teachers with a conducive environment to enhance better result. The Board of Management ought to ensure that the head teachers provide conducive working conditions.*

**Keywords:** Working conditions, Job satisfaction.

#### **INTRODUCTION**

Every nation in the world recognizes the importance of education in national development. Humans can become aware of their potential, know who they are, and control a variety of things through education. Every individual person, irrespective of their race, nationality, religion, or background, needs to receive quality education. The ideas and feelings that people have about their employment are what Polatcan and Cansoy (2019) characterized as job satisfaction. Job satisfaction is a significant predictor of teacher turnover and can be defined as a positive emotion brought on by an evaluation of one's work experiences.

A perspective on what is required in terms of rewards in comparison to what is received, as well as a variety of psychological and environmental factors that lead to a person saying, "I am satisfied with my job." Kumari (2011) Employees' feelings and emotions about their work affect their level of satisfaction, which can be positive or negative. A person who is highly content with their job has positive sentiments about it, whereas a person who is not satisfied with their employment has negative feelings about it. Since it affects a lot of organizational behavior, job satisfaction is a crucial issue for both the employee and the employer.

Studies on teachers in more developed nations, including Australia, the United Kingdom, and the United States of America, demonstrate that happy teachers lead enhance pupils learning in the classroom (Plunkett and Dyson, 2011). When it comes to training as well as retaining new teachers in rural Australia, pay and working conditions also have a significant impact on the availability of qualified educators but also their willingness to stay in the field. Job satisfaction has been a crucial component in comprehending occupational involvement and commitment (Cohen and Aya, 2010).

In Indonesia studies reveal that faculty members would prefer to work in a better environment, which would enable students to do well in school by learning more from their teachers. According to Juwitasari, (2019) the quality of schooling in Indonesia is significantly impacted by working conditions. The educators in Indonesia have been fighting for freedom for a number of decades (Juwitasari, 2019). One of the most important elements that affect faculty retention is income. The working circumstances at a certain institution are a crucial element that determines professor retention in Indonesia in addition to remuneration. Organizational theory on working conditions and faculty retention suggests that professors quit their employment because of the conditions of their employers' workplaces rather than because of the students' abilities.

According to Mwendwa (2013), many qualified teachers in Kenya have been leaving the profession in order to pursue positions that they deem to be more lucrative and respectable. Kenya's independence in the 1960s created new employment opportunities and a large number of positions in the public sector. The position of the teaching profession in Kenya and other parts of Africa has changed since then and as a result new employment opportunities are available.

Reports from Director of Education Nandi County indicate that teachers tend to be less content with their jobs than those in other nearby counties, as shown by sporadic absences from class, lack of discipline, and teachers leaving the field (Nandi County Education Office 2015). These are symptoms of a job that is not fulfilling (Julius, 2013). In a study done by Ihaji Jacob's (2014) on analysis of teachers' attitudes toward their jobs as educators and their relationships with job satisfaction in the neighbouring counties of Uasin Gishu and Trans-Nzoia, more than half of the teachers in the study reported having a low level of overall job satisfaction.

#### **STATEMENT OF THE PROBLEM**

The management style of head teachers plays a crucial role in ensuring that teachers are happy in their jobs. Although the importance of teachers' work for student outcomes is well acknowledged, a global scarcity of qualified teachers has been reported as a result of rising teacher turnover rates (European Commission, 2018; Ingersoll, 2017). Moreover, there are always negative repercussions for a specific school when a teacher is leaving, regardless of the sort of turnover. A disruptive effect of turnover is suggested by Ronfeldt, Loeb, and Wyckoff (2013), particularly in schools where the teacher is overworked, underappreciated, and has poor working circumstances.

The government, stakeholders, and parents have offered strategies to reward teachers for enhance good working conditions. Despite all the initiatives taken by the government, stakeholders, Board of Management, and parents to inspire, acknowledge, improve working conditions, teachers' still experience low morale at work, which contributes to their reduced job satisfaction. Therefore, work unhappiness is a factor in the high teacher turnover rate in Nandi County. Due to this circumstance, the researcher decided to undertake a study to determine how the working conditions affect teachers' job satisfaction at public primary schools in Nandi County.

#### **OBJECTIVE OF THE STUDY**

This study was guided by the following objective.

- i. To establish the extent to which working conditions provided by head teachers influence teachers job satisfaction in public primary schools

The study was guided by the following research hypothesis.

Ho1: There is no significant relationship between head teachers' provision of working conditions and teachers' job satisfaction in public primary schools in Nandi County, Kenya.

#### **LITERATURE REVIEW**

The working environment is a significant factor that may influence teachers' job happiness. Work environment refers to the physical, social, and cultural surroundings in which an individual performs their job. It includes factors such as workplace design, organizational culture, team dynamics, management practices, work hours, and job demands. The physical comfort and morale of teachers are increased when working conditions are good. While extremely poor conditions produce regret and frustration, which leads to a strong sense of dissatisfaction. Okonkwo (2019) as well as Obineli (2011) emphasized that a lack of motivation and job satisfaction among many teachers in public schools is a result of their low pay and unfavorable working conditions. This is due to the fact that a workplace environment with basic amenities is a prerequisite for employee job satisfaction. According to Arusei & Chepkonga (2022) secondary school instructors who earn well can nevertheless go beyond to create a fascinating workplace. Clean classrooms, staffrooms, family-friendly regulations, a balance between work and play, and other ancillary benefits, enhances job satisfaction, Mbogo (2015), affirmed that these are crucial circumstances for the teachers' effectiveness in schools.

Other outside factors positively influence job satisfaction includes compensation for holidays, sick days, timely and enough payments, job security, and pension plans. Shikokoti, Okoth & Chepkonga (2021) found out that lack of favorable working conditions in institutions results in teachers finding it difficult to cope with poor working conditions such as inadequate space, noisy and uncomfortable surrounding which make the teachers be dissatisfied at work.

According to Omari, Chepkonga, Gori, & Mwaura, (2021) the physical hygiene aspects of the workplace are highly significant. In some schools there are decent restrooms, subsidized meals, cozy furniture, stylish accessories, and newspapers (Aldair, 2009). Even though there have been significant efforts to improve working conditions, it is striking that the majority of teachers in rural parts of nations like Ghana, Sierra Leone, and Zambia report that their working conditions are low to very poor. When compared to those of their peers in other professions, teachers' working conditions fall short of expectations (Ladd, 2011; Mafora, 2013). The trade unions, on behalf of employees, make agitations for new demands and social change in the work environment (Chepkonga, 2019).

According to Kuja (2022) KNUT plays this role by ensuring that teachers have a say in the formulation and execution of educational policies. This may ultimately influence working conditions as well.

#### **RESEARCH METHODOLOGY**

The descriptive survey research design was employed as it allows the researcher to describe characteristics of an individual or group as they really are (Kothari 2011). The study applied descriptive research design. Questionnaire was used to collect the data.

The study targeted 691 public primary schools in Nandi County which comprised of 691 head teachers and 5470 teachers across 6 Sub-Counties in Nandi County, Kenya.

#### **SAMPLE SIZE AND SAMPLING PROCEDURES**

*Kombo and Tromp (2006) describe a sample as a set of respondents selected from a large population for observation and analysis and chosen in a systematic way.*

Table 1 presents the sample size of head teachers and teachers selected per Sub-County in Nandi -County.

Table 1: Samples of the Study

Sub-counties	Schools	Sampled Schools 17%	Head Teachers 17 %	Teachers	Teachers 10 % of 5470
Nandi East	93	16	16	726	73
Nandi Central	93	16	16	772	77
Nandi North	107	18	18	1116	112
Nandi South	143	24	24	979	98
Tinderet	124	21	21	842	84
Chesumei	131	22	22	1035	114
Total	691	117	117	5470	547
		Simple random sampling	Simple random Census of Selected schools		Simple random Sampling

There are 691 Public primary schools within six Sub-Counties in Nandi County. The researcher used Multi-Stage Random Sampling technique to select the schools. The researcher used randomly sample to select five zones were randomly sampled, number being 117 in the Sub- County. Once the zones were selected 17% of primary schools within the selected zones were picked. The head teachers from the sampled public primary schools were automatically selected by census. Then 10% of the teachers 547 in number were sampled by proportionate random sampling. The researcher administered questionnaires to the head teachers and the teachers.

Validity indicates the degree to which an instrument measures what it is supposed to measure that is the extent to which differences found in the measuring

instrument reflect true differences among those who have been tested Kothari (2008). To test the validity of the instruments, a pilot study was done of 6 head teachers, 10 teachers. Pre-testing allowed the instruments to be improved their validity as well as familiarize with data collection process. Content validity was used to check the representation of the research questions in the questionnaires. The items that were found inadequate were discarded while some were modified. In addition the researcher sought assistance from the experts in the field of educational administration in order to help improve content validity of the instrument.

Mugenda and Mugenda (2013) define reliability of the research instruments as it level of internal consistency over time. Reliability was tested through test – retest method. This technique involved administering the questionnaire twice within a period of two weeks interval to the same respondents. Then Pearson’s moment co-efficient approach was used to determine the relationship between the two variables.

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

The correlation coefficient for head teachers and teachers’ questionnaires were 0.82 and 0.84 respectively.



According to Mugenda and Mugenda (2010) a coefficient of 0.80 or more simply shows that there is high reliability of data. In this case the instruments used in data collection were deemed highly reliable

The researcher used questionnaires for head teacher and teachers. Questionnaire as tool for collecting data enabled the researcher to obtain a large quantity of data in expensively from a wide range of participants sometimes spread extensively in a geographic space. The research instrument was both closed and open-ended questionnaire for both head teachers and teachers’.

Data analysis entails making sense of massive amount of data, reduces the volume of information and identifies significant patterns and constructing a framework for communicating the evidence of what the data revealed (Best & Kahn, 2011). Data was then coded and entered into the computer for computation using statistical package for social Sciences (SPSS) version 21.0. The results from questionnaires from Head teachers and teachers’ responses were analyzed using Frequencies, percentages and means were used to report the data. The results obtained were presented using ANOVA to analyse hypothesis.

The findings indicated that head teachers provision of conducive working conditions had a significant influence on teachers’ job satisfaction.

**Table2: Distribution of respondents by Age**

Age	Teachers f	%	Head teachers f	%
Age				
Below 30 years	103	21.5	3	3.1
0-40 years	115	24.1	6	6.3
40-50 years	124	25.9	45	46.9
Above 50 years	136	28.5	42	43.8
Total	478	100.0	96	100.0

Age was determined to determine whether each age group was represented in Table 2. The distribution of teachers reveals that 28.5percent were over 50, 25.9percent were between 40 and 50, and 24.1percent were under 30. The majority of teachers were young, as evidenced by this. According to Table 2 statistics, 46.9percent of head teachers were between the ages of 40 and 50, while 43.8percent were 50 years of age or older and 6.3percent were under 30. The principals' advanced age demonstrates that TSC's appointment standards, which mandate that teachers wait at least 10 years before being promoted, are to blame.

## WORKING EXPERIENCE

To determine the influence of head teachers' and teachers' professional experiences on job satisfaction, the distribution of respondents by working experience was also crucial. The purpose of the study was to find out how the head teachers and teachers in the schools in Nandi County were distributed and whether there was a connection between the working environment and job satisfaction. The results are shown in Table 3

**Table 3: Distribution of respondents by working experience**

Working experience	Teachers f	%	Head teachers f	%
Working experience				
0-5 years	157	32.8	5	5.2
6-10 years	104	21.8	8	8.3
11-15 years	43	9.0	25	26.0
20years and above	174	36.4	58	60.4
Totals	478	100.0	96	100.0

The duration of the study participants' employment is indicated by their working experience. The majority of instructors (174) 36.4%, had employment experience of 20 years or more followed by (157) 32.8percent of those with 0–5 years of experience and (104) 21.8percent with 6–10 years. This demonstrated that the majority of teachers were more experienced in the teaching profession because they had been in the field for a longer period of time.

Table 3 reveals that, of the head teachers (58) 60.4% had employment history of 20 years or more, while (25) 26.0% had employment history of 11–15 years and (8) 8.3% had employment history of 6–10 years. Due to their experience, many teachers have received promotions. This demonstrates that the majority of principals had been in their positions for a significant amount of time, which may be attributed to their extensive management and professional teaching experience.

## Influence of working conditions provided by head teachers on teachers' job satisfaction

To find out the influence of working conditions provided by head teachers on teachers' job satisfaction, the researcher sought to ask questions that were related to working conditions provided by the head-teachers to teachers' job satisfaction. Table 3 shows the responses from the teachers about influence of head teachers' working conditions on job satisfaction. Where SD=Strongly Disagree, D=Disagree, UN=Undecided, A=Agree, SA=Strongly Agree



**Table 4**  
**Teachers' response on working conditions provided by head teachers**

Statement	SD	%	D	%	N	%	A	%	S	%	I	S
	f		f		f		f		A		f	D
Provision of sanitary facilities increase job satisfaction	32	6.7	43	9.0	68	14.2	199	41.6	133	28.5	37	7.7
Satisfied with staff facilities	89	18.6	13	2.7	59	12.5	139	29.1	78	16.6	31	6.5
Satisfied with provision of meals and water	83	17.4	13	2.7	51	10.7	143	29.9	67	14.2	9	1.9
Provision of teachers houses and security	85	17.8	68	14.2	90	18.8	149	31.2	88	18.4	9	1.9
Well ventilated classrooms	34	7.1	32	6.7	37	7.7	209	43.7	166	34.7	37	7.7
Adequate teaching and learning materials	28	5.9	81	16.9	34	7.1	166	34.7	90	18.8	8	1.7
Availability of communication facilities	51	10.7	32	6.7	74	15.5	139	29.1	37	7.7	3	0.6
<b>Average Mean</b>											<b>3.37</b>	<b>1.270</b>

Table 4 shows majority 41.6% (199) of teachers Agreed that Provision of sanitary facilities increase job satisfaction while 28.5% (136) Strongly Agreed and 14.2% (68) were Undecided respectively.

This implies that majority of the teachers agreed with a mean of (M=3.76, SD=1.155) agree that Provision of sanitary facilities increase job satisfaction.

On the item Satisfied with staff facilities, Majority of teachers 29.1% (139) Agreed while 23.6% (113) were Undecided and 18.6% (89) Strongly Disagreed respectively. This implies that majority of the respondents agreed with a mean of (M=3.01, SD=1.389) that they are Satisfied with staff facilities. On the item being Satisfied with provision of meals and water Majority 29.9% (143) of the teachers Disagreed while 28.0% (134) Agreed and 17.4% (83) Strongly Disagreed respectively. This implies that majority of the teachers Disagreed with a mean of (M=2.91, SD=1.353) that teachers were not Satisfied with provision of meals and water. Regarding Provision of teachers' houses and security Majority 31.2% (149) of the teachers Agreed while 18.8% (90) were Undecided and 18.4% (88) Strongly Agreed respectively. This implies that majority of the teachers agreed with a mean of ((M=3.19, SD=1.366) where 3,19 is just at the lower end of Agree there is sufficient Provision of teachers houses and security

Table 4 illustrates that majority of the teachers 43.7% (209) Agreed while 34.7% (166) Strongly Agreed they had well ventilated classrooms and 7.7% (37) were Undecided respectively.

This implies that majority of the teachers Agreed with a mean of ( $M=3.92$ ,  $SD=1.153$ ) that Well ventilated classrooms. On Adequate teaching and learning materials 43.1% (206) of the teachers said Agree while 27.0% (129) Strongly Agreed they had adequate materials and 16.9% Disagreed respectively. This implies that majority of the teachers agreed with a mean of ( $M=3.68$ ,  $SD=1.204$ ) that Adequate teaching and learning materials. Table 4 shows majority 46.3% (73) (31.0% (148) of the teachers Agreed and 15.3% (73) Strongly agreed) On Availability of communication facilities while 27.6% (132) Disagreed and 15.5% (74) were Undecided respectively. This implies that majority of the teachers agreed with a mean of ( $M=3.13$ ,  $SD=1.269$ ) that Availability of communication facilities.

Table 5 shows head teachers responses on working conditions provided by head teachers where HD=Highly Dissatisfied, MD= Moderately Dissatisfied, SS=Slightly Satisfied, MS=Moderately Satisfied, HS=Highly Satisfied.

Table 5 shows majority 42.7% (41) of the head teachers were Highly Satisfied that the provision of sanitary facilities increase job satisfaction while 24.0% (23) were Moderately Satisfied and 21.9% (21) Slightly Satisfied respectively.

This implies that majority of the respondents were Highly Satisfied with a mean of ( $M=3.93$ ,  $SD=1.172$ ) that Provision of sanitary facilities increase job satisfaction. On Availability of adequate staff facilities like desks Majority 35.4% (34) were Moderately Satisfied while 30.2% (29) were Highly Satisfied and 16.7% (16) were Slightly Satisfied and Moderately dissatisfied respectively. This implies that majority of the responds were Moderately Satisfied with a mean of ( $M=3.77$ ,  $SD=1.090$ ) that Availability of adequate staff facilities e.g. desks on Subsidized meals and water.

Majority 26.0% (25) of the head teachers were Highly and Moderately Satisfied while 18.8% (18) were Moderately dissatisfied and Slightly Satisfied respectively. This implies that majority of the respondents were Highly and Moderately satisfied with a mean of ( $M=3.39$ ,  $SD=1.333$ ) that Subsidized meals and water. On Provides teachers' house and security Majority 26.0% (25) of the head teachers were Highly Satisfied while 20.8% (20) were Moderately and Slightly Satisfied respectively. This implies that majority of the respondents were Highly Satisfied with a mean of ( $M=3.22$ ,  $SD=1.452$ ) that Provides teachers' houses and security

**Table 5 Head teachers’ responses on working conditions**

This implies that majority of the respondents

were Moderately satisfied with a mean of (M=3.58, SD=1.220) that provide ICT for communication

On Provides open communication channels 36.5% (35) of the

head teachers were Moderately Satisfied while 33.3% (32) were Highly Satisfied and

21.9% (21) were Slightly Satisfied respectively. This implies that majority of the

respondents were Moderately satisfied with a mean of (M=3.94, SD=0.971) that provides

open communication channels.

Statement	H D f	%	M D f	%	SS f	%	MS	%	H	%	Mea	SD
Provision of sanitary facilities increase job satisfaction	5	5.2	6	6.3	21	21.9	24	24.2	42.7	42.7	3.93	1.09
Availability of adequate staff facilities eg desks	1	1.0	16	16.7	16	16.7	34	35.4	29	30.2	3.77	1.08
Subsidized meals and water	10	10.4	18	18.8	18	18.8	25	26.0	25	26.0	3.39	1.33
Provides teachers’ houses and security	18	18.8	13	13.5	20	20.8	20	20.8	25	26.0	3.22	1.43
Work in well ventilated rooms	2	2.1	15	15.6	13	13.5	41	42.7	25	26.0	3.75	1.07
Provide adequate teaching and learning materials	2	2.1	7	7.3	16	16.7	43	44.8	28	29.2	3.92	0.97
provide ICT for communication	7	7.3	14	14.6	15	15.6	36	37.5	24	25.0	3.58	1.22
provides open communication channels	1	1.0	7	7.3	21	21.9	35	36.5	32	33.3	3.94	0.97
<b>Average Mean</b>											<b>3.69</b>	<b>1.161</b>

On Work in well ventilated rooms 42.7% (41) of the head teachers were Moderately Satisfied while 26.0% were Highly Satisfied and 15.6% (15) were Moderately Dissatisfied respectively. This implies that majority of the respondents were Moderately Satisfied with a mean of (M=3.75, SD=1.076) that Work in well ventilated rooms. On Provide adequate teaching and learning materials 44.8% (43) of the head teachers were Moderately Satisfied while 29.2% (28) were Highly Satisfied and 16.7% (16) Slightly Satisfied respectively. This implies that majority of the responds were Moderately satisfied with a mean of (M=3.92, SD=0.970) that Provide adequate teaching and learning materials. On Provide ICT for communication 37.5% (36) of the head teachers were Moderately Satisfied while 25.0% (24) were Highly Satisfied and 15.6% (15) Slightly Satisfied respectively.

**Table 6 shows the responds of the head teachers to teachers on working conditions and job satisfaction****ANOVA : Responds of head teachers to teachers on the working conditions and job satisfaction**

		Sum of Squares	Df	Mean Square	F	Sig.
i)Provision of sanitary facilities increase job satisfaction	Between Groups	19.910	4	4.978	4.096	.004
	Within Groups	110.579	91	1.215		
	Total	130.490	95			
ii)Availability of adequate staff facilities	Between Groups	7.792	4	1.948	1.686	.160
	Within Groups	105.167	91	1.156		
	Total	112.958	95			
iii)Provide subsidized meals and water	Between Groups	8.226	4	2.056	1.166	.331
	Within Groups	160.514	91	1.764		
	Total	168.740	95			
iv)Provides teachers houses and security	Between Groups	14.071	4	3.518	1.718	.153
	Within Groups	186.335	91	2.048		
	Total	200.406	95			
v)Working well ventilated rooms	Between Groups	8.468	4	2.117	1.897	.118
	Within Groups	101.532	91	1.116		
	Total	110.000	95			
vi)Provide adequate teaching and learning materials	Between Groups	9.611	4	2.403	2.743	.033
	Within Groups	79.722	91	.876		
	Total	89.333	95			
vii)Provide ICT for communication	Between Groups	15.667	4	3.917	2.836	.029
	Within Groups	125.667	91	1.381		
	Total	141.333	95			
viii)Provide open communication channels	Between Groups	18.786	4	4.696	6.033	.000
	Within Groups	70.839	91	.778		
	Total	89.625	95			

Table 6 shows that there was a statistically significant difference between groups as determined by one-way ANOVA ( $F(4,91) = 6.033, p = .000$ ), ( $F(4,91) = 4.096, p = .004$ ) for provide open communication channels and provision of sanitary facilities increase job satisfaction respectively. There was no significant difference between groups for: Provide subsidized meals, Availability of adequate staff facilities and water and Provides teachers houses and security show ( $F(4,91) = 1.166, p = .331$ ), ( $F(4,91) = 1.686, p = .160$ ) and ( $F(4,91) = 1.718, p = .153$ ) respectively. This shows working conditions provided by head teachers had some influence on job satisfaction.

The moderating influence of teacher school working environments has been consistently identified in research on the drivers of teacher job satisfaction, for example in Spain, Norway, and Canada (Betoret, 2009; Collie et al., 2012). Additionally, higher work satisfaction and fewer plans to leave the profession were connected to higher levels of teacher self-efficacy beliefs (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2014). Furthermore, Klassen and Chiu (2011) came to the conclusion that the impact of stressful working conditions on teacher occupational commitment was mitigated by teacher self-efficacy.

Similar to this, Collie et al. (2012) found that when stressful working conditions are combined with a high level of teacher self-efficacy, they are perceived as challenges that can be overcome and do not negatively affect job satisfaction.

The study examined the relationships between teacher stress, self-efficacy, and job satisfaction of Canadian teachers. More than 700 Swedish junior high school teachers from 32 different schools participated in Allodi and Fischbein's (2012) investigation into views of working circumstances. The findings indicated that younger instructors viewed having less professional autonomy than their more experienced counterparts, and that women were less satisfied with their teaching burden. Additionally, the survey discovered inter-school variations in teachers' assessments of working conditions, particularly in terms of factors of satisfaction with rewards and workload, indicating that Swedish teachers confront additional challenges.

#### **SUMMARY OF THE STUDY**

The study investigated the influence of head teachers' working conditions on job satisfaction among teachers in public primary schools in Nandi County, Kenya.

The target population included 691 public primary schools which comprised of 691 head teachers and 5470 teachers across 6 Sub-Counties from Nandi County, Kenya. The researcher used Simple random sampling was used to select 117 schools, 117 Head teachers and 548 teachers. Questionnaires were used as instruments for data collection for the study which had opened ended and closed ended questions.

A pilot study was conducted in 6 schools to determine instrument validity of the questionnaires. Tests re-test method was used to determine the reliability of the instrument. From the findings, the determined co-relation co-efficient for teachers and head teachers were 0.725 and 0.743 respectively. Therefore, the instruments used in data collection were deemed highly reliable. Data collected was both quantitative and qualitative in nature. Statistical package for social sciences was used for effective analysis of data. Descriptive data analysis statistics such as percentage means, frequencies and standard deviation while inferential statistics was analysed using ANOVA test. The mean was used as the most efficient measure of central tendency.

#### **CONCLUSION**

From the findings, on working conditions it was established that head teachers' working conditions had significant influence on teachers' job satisfaction.

It was evident by providing open communication channels and provision of sanitary facilities increased job satisfaction respectively. It means that the more head teachers provided favourable working conditions, the more teachers were satisfied with their work.

#### **RECOMMENDATIONS**

The recommendations made from the study were as follows:

1. Ministry of Education ought to support the teachers' by financing , this can be realized through mobilization of parents, politicians and other well-wishers to provide these funds for the incentives and rewards in order to provide a good working condition to teachers
2. Teachers Service Commission ought to provide teachers a conducive work environment in school so that they can produce better results and to encourage them and increase their satisfaction levels.
3. Board of Management ought to ensure that the working conditions should be made conducive to teachers and ensure it is free.
4. Head teachers ought to sure that working conditions are favorable for teachers since this will enable teachers feel satisfied.



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