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# INFLUENCE OF WORK-LIFE BALANCE PRACTICES ON TEACHERS' LEVELS OF JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN NAIROBI, KENYA

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## ABSTRACT

*Work-life balance is concerned with the effects of work on the general wellbeing of employees. This study sought to establish the influence of work-life balance practices on teachers' levels of job satisfaction in public secondary schools in Nairobi County, Kenya. Its purpose was to establish the influence of teacher's workload and school environment on the teachers' levels of job satisfaction. The study was guided by the equity theory of motivation propounded by Stacy Adams in 1963 and holds that individuals compare their ratio of inputs and outcomes to the input-outcomes of other individuals. This study was a descriptive survey design. The target population was 83 public secondary schools and 1759 public secondary school teachers with 67 principals and 670 teachers sampled. Data was collected using an interview schedule and questionnaires. Descriptive statistics was performed to analyze quantitative data. Pearson Product Moment Correlation Coefficient was used to determine the linear correlation between the independent variables and the dependent variable. Using null hypotheses, multiple regression analysis*

*was done. The key findings were that most principals were forced to hire teachers on Board of Management 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. Most public secondary schools in Nairobi have adequate learning and teaching resources. The levels of student discipline are generally good. Some teachers feel insecure with their school environment. The study recommends that the Teachers service Commission should employ more teachers to alleviate the shortage of teachers. The Ministry of Education Science and Technology should liaise with the Ministry of Interior to secure school environment. The study recommends that comparative studies be carried out in the rural areas.*

**Key words:** influence, job satisfaction, school environment, work-life balance and workload.

## INTRODUCTION

The term work life balance gained importance in the late 1960s due to concerns about the effects of work on the general wellbeing of employees (Leovaridis & Vatamanescu, 2015). It got more attention in the 1990's along with the escalation of work demands on employees and with the alteration of contemporary employment which afflicted the workers' leisure sphere. 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.

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. They argue that what matters most is for the employees to draw a distinction between their work and personal life and ensure that the line is in the right place.

Burke (2002) is in agreement that workers draw a line between work and personal life but women, specifically, draw a tight line between the two and do not like one line crossing the other. Moreover, Chhtrapati (2017) adds that while many people believe that work interferes with a worker's personal life, the converse is also true. Thus, work and life are two faces of the same coin. According to Karakas and Lee (2004), work life balance entails spending quality time with family members, having time to relax after work for one's emotional well-being and health of family members, having a good rapport, support and communication from fellow colleagues, getting high quality childcare and education as well as being satisfied with the workload.

According to Punia and Kamboj (2013), 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. 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. Nart and Batur (2014) add that some teachers even committed suicide since they could not manage lesson plans and other related responsibilities of paper work, especially in case multi-level grade teachers. 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. 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.

Job satisfaction can be defined as how content an individual is with their job (Bloom, 2002).

It is regarded as the state of being emotionally positive in reaction and attitude towards one's own work. It is a general expression of workers' positive attitudes built up towards their jobs (Celik, 2011). When a balance is struck between work and life, workers become more effective and enjoy doing their jobs, (Akbar & Hafeez, 2015). It is usually determined by how compatible job requirements are with other roles. For many people work and family are the most important roles. Thus, tension and negative feelings are likely to arise in case of any incompatibility between these roles. Many teachers have are dissatisfied with poor relations with colleagues, time allocated for planning and teaching, working conditions and the general school environment (Meyer & Turner, 2007). Unfortunately, in many third world countries, teachers' job satisfaction has not been given the attention it deserves. 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.

This has seen many teachers leave the profession, increased teacher absenteeism, rise in student indiscipline and general teacher underperformance (Khan, 2004). In Malawi, for instance, teachers were found to be highly dissatisfied with remuneration and poor working conditions (Kadzamira, 2000). 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, 2006). 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).

Teachers' work-life balance 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 with user friendly devices plays a role in balancing a teacher's work and life (Kinman, 2001).

In the recent past, teachers have grown in awareness and demand for usage of technology and gadgets (Harrington & Walker, 2004, Noor, 2011). 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. This gives them an opportunity to share their experiences (Wood & Weasmer, 2002). Zembylas and Papanastasiou (2004) 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. 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 that is not helped 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 (2004) established that 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.

In Kenya, the subject of work-life balance and its family-friendly policies are still at the nascent stage (Muasya, 2014). Existing studies on work-life balance in Kenya (Chepng'eno, 2010; Sang, 2011; Strathmore Research and Consultancy Centre, 2012; and Kangure, 2014) have concentrated on industrial and not educational organizations. These findings cannot be generalized to educational institutions because corporations operate in different set ups compared to educational institutions. For instance, they run 24 hours a day and an employee may easily derive job satisfaction from their remuneration. On the other hand, schools usually operate in the day and a teacher may get job satisfaction when the learners pass exams.

Most studies dwell on what can be done to improve the teacher's professional life and not their personal life. 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 (Sirima & Poipoi, 2010). The Kenya Secondary Schools Heads Association (KESHA) and the Kenya National Union of Teachers (KNUT) in 2011 estimated teachers' shortage to have been at 79,295 with a high pupil- teacher ratio (55:1) in public secondary schools (Daily nation, 25th January 2011). Moreover, the Teachers Service Commission, besides providing teachers with statutory leaves, does not have any other formal family-friendly policies (Muasya, 2016). 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. In fact, the TSC seldom advertises teaching vacancies in Nairobi. It was imperative against this background to carry out a study on the influence that work-life balance practices have on public secondary school teachers in Nairobi.

The following objectives guided this study.

- i. To determine the influence the teachers' workload has on levels of job satisfaction among public secondary school teachers in Nairobi County.
- ii. To establish the influence a school environment has on the levels of job satisfaction among public secondary school teachers in Nairobi County.

This study adopted the equity theory of motivation propounded by Stacy Adams in 1963. 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. The individuals also compare what they offer as service and what they get in return as remuneration. This has been represented by the following equation.

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

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. 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.

### 1. Methodology

This research used descriptive survey design which is concerned with describing the characteristics of a particular individual or of a group (Kothari, 2004). This study targeted 83 public secondary schools and 1759 public secondary school teachers in Nairobi County (County Director of Education Office, 2019). The study collected data from principals and teachers from 67 of the various categories of schools in the County, arrived at through simple random sampling.

This study used questionnaires to collect data from the teachers and an interview schedule for the principals. To achieve face 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). A pilot study was carried out with 12 teachers as recommended by Julious (2005). To ensure reliability, the test-retest method was used and the alpha value was at 0.715. The data was analyzed using quantitative as well as qualitative methods. Descriptive statistics, using Microsoft Excel, was performed to analyze quantitative data in order to generate percentages, means, standard deviation and variance. Pearson Product Moment Correlation Coefficient was used to determine the linear correlation between the independent variables and the dependent variable. Using null hypotheses, multiple regression analysis was done.

### FINDINGS

This study sought to establish the influence of work-life balance practices on teachers' levels of job satisfaction in public secondary schools. The findings are as follows:

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 (Naylor & White 2010). 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).

Table 1 shows a summary of the teachers' responses on how their workload affected their job satisfaction.

**TABLE 1: INFLUENCE OF WORKLOAD ON TEACHERS' JOB SATISFACTION**

Statement	N	Mean	Std. Dev
i. My teaching responsibilities interfere with my personal life.	48	3.53	1.326
ii. I often carry schoolwork to continue with it in the house.	48	4.66	1.213
iii. Sometimes I engage my family members or friends to help me finish marking.	35	1.88	1.154
iv. I hardly meet deadlines in scheming, lesson plans and setting and marking exams.	48	1.99	1.182
v. I am not satisfied with my teaching responsibilities.	48	2.15	1.14
vi. My weekends are not planned around schoolwork.	48	3.69	2.059
vii. I am happy with the school environment for it gives me time to live my life.	48	4.61	1.081

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 means that majority of the teachers were in agreement that they did not carry schoolwork to continue with it home. This was followed by the statement on teachers being happy for the school environment gave them time to live their personal life ( $M=4.61$ ;  $SD=1.081$ ).

The third highest mean was on the statement “My weekends are not planned around school work” ( $M=3.69$ ;  $SD= 2.509$ ). The fourth highest mean was on the statement “My teaching responsibilities interfere with my personal life” ( $M=3.53$ ;  $SD=1.326$ ). The fifth highest mean was on the statement “I am not satisfied with my teaching responsibilities” ( $M=2.15$ ;  $SD=1.14$ ). The statement “Sometimes I engage family members or friends to help me finish marking” recorded the lowest mean ( $M=1.88$ ;  $SD=1.154$ ) The second lowest mean came from the statement “I hardly meet deadlines in scheming, lesson plans and setting and marking exams” ( $M=1.99$ ;  $SD=1.182$ ).

The individual statements drew the following responses summarized in Table 2. Majority of teachers (46.2%) denied that teaching responsibilities interfered with their personal life (27.0% dissatisfied and 29.2% very dissatisfied with the statement). 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).

**TABLE 2: TEACHERS’ RESPONSES ON ASPECTS OF WORKLOAD**

Aspects of workload		SD	S	N	D	SD
<b>i.</b> My teaching responsibilities interfere with my personal life.	F	39	77	97	13	142
					1	
	%	8	15.	20	27	29.2
			8			
<b>ii.</b> I often carry schoolwork to continue with it in the house.	F	47	54	86	10	198
					1	
	%	9.7	11.	17.	20.	40.7
			1	7	8	
<b>iii.</b> Sometimes I engage my family members or friends to help me finish marking.	F	23	62	53	24	101
					7	
	%	4.7	12.	10.	50.	20.8
			8	9	8	
<b>iv.</b> I hardly meet deadlines in scheming, lesson plans and setting exams.	F	22	31	76	23	126
					1	
	%	4.5	6.4	15.	47.	26
				6	5	
<b>v.</b> I am not satisfied with my responsibilities.	F	19	15	81	17	41
		6	1			
	%	40.	31.	16.	3.5	8.4
		3	1	7		



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vi. My weekends are not planned around schoolwork.	F	12	11	10	75	61
		4	9	7		
	%	25.	24.	22	15.	12.6
		5	5		4	

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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). Only 23.8 percent (15.8% satisfied and 8% very satisfied with the statement) said that teaching responsibilities interfered with their personal life. These findings diverge from 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.

The results also show that majority of teachers (61.5%) did not carry schoolwork to continue with it in the house. 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 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 Board of Management terms even for teachers who were away for even one month as indicated by 24 principals out of 42 (56%). Some teachers opt to stay in school longer after working hours to finish marking. Meanwhile 20.8 percent carried 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.

Similarly, very few teachers (17.5%) agreed to have sometimes engaged their family members or friends to help them finish marking. Majority of teachers disagreed (50.8%) seeking help in marking.

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. Majority of the teachers (71.6%) were also meeting deadlines of academic-related tasks. However, most teachers (71.5%) were not satisfied with their teaching responsibilities. This resonates well with Goksoy and Akdag (2014) who established that teachers in Finland performed many responsibilities including some which were not even in their job description. They are often stressed and exhausted, causing high rates of absenteeism and burnout as Naylor and White (2010) found out. Of those interviewed, 28% even had their weekends planned around school work. These findings are supported by Nzomo (2016) who established that job demands determined whether a teacher was satisfied or dissatisfied. 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. 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.

*“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.”*

This hypothesis was tested through linear regression.

**H<sub>03</sub>: There is no significant relationship between teachers’ workload and the levels of job satisfaction among public secondary school teachers in Nairobi County.**

The following table summarizes the results.

**TABLE 3: LINEAR REGRESSION 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 3 for every unit increase in a teachers' workload there was an increase of 7.7 percent in their levels of job satisfaction. This means that teachers derive job satisfaction from many other factors besides less workload. These factors include supervisor support, the work environment among others. 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 accepted.

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 (Kinman, 2001).

In the recent past, teachers have grown in awareness and demand for usage of technology and gadgets (Harrington & Walker, 2004, Noor, 2011). Congested classes, noisy and uncomfortable working environment negatively affect teachers' personal lives (Mutwiri, 2015). The following section presents the findings on this aspect.

**TABLE 4: INFLUENCE OF SCHOOL ENVIRONMENT ON TEACHERS' JOB SATISFACTION**

Statement	N	Mean	Std. Dev
i. I am happy with the school environment for it gives me time to live my life.	4	3.62	1.16
	8		8
	6		
ii. There are adequate resources for teaching and learning.	4	4.81	1.12
	8		2
	6		
iii. I often use my personal resources to prepare for my lessons.	4	2.89	1.30
	8		2
	6		
iv. I spend more time on maintaining student discipline.	4	2.93	1.17
	8		2
	6		
v. The student-teacher ratio does not allow me to live my personal life well.	4	2.83	1.23
	8		7
	6		
vi. Travelling between my house and school does not waste my personal time.	4	2.97	1.44
	8		5
	6		
vii. I do not feel secure with the location of my school.	4	2.06	1.16
	8		6
	6		

From Table 6, the statement “There are adequate resources for teaching and learning” recorded the highest mean ( $M=4.81$ ;  $SD=1.122$ ). This was followed by the statement “I am happy with the school environment for it gives me time to live my life” ( $M=3.62$ ;  $SD=1.168$ ). The third highest mean was on the statement “Travelling between my house and school does not waste my personal time” ( $M=2.97$ ;  $SD= 1.445$ ).

The fourth highest mean was on the statement “I spend more time on maintaining student discipline” ( $M=2.93$ ;  $SD=1.172$ ). 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 ( $M=2.06$ ;  $SD=1.166$ ). It was followed by the statement “The student-teacher ratio does not allow me to live my personal life well” ( $M=2.83$ ;  $SD=1.237$ ).

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

**TABLE 5: TEACHERS’ RESPONSES ON THE ASPECTS OF SCHOOL ENVIRONMENT**

Aspects of school environment	V	S	N	D	V
	S				D
i. I am happy with the school environment for it gives me time to live my life.	F 85 % 17.5	20 4	97 20	6 1	3 9 8
ii. My school adequate resources for teaching.	F 13 % 27.1	18 4	91 18	4 9	3 0 6 2
iii. I often use my personal resources to prepare for my lessons.	F 46 % 9.4	12 6	10 7	1 2	7 9 8 6 3 3
iv. I spend a lot of time on maintaining student discipline.	F 39 % 8.1	12 9	12 9	1 3	5 2 7 1 0.
v. The student-teacher ratio does not allow me to live my personal life well.	F 10 % 22.4	16 0	12 2	5 7	3 8 7 9 7
vi. Travelling between my house and school wastes my personal time.	F 11 % 23.7	10 1	83 17	1 0	8 2 5 1 6. 9
vii. I do not feel secure with the location of my school.	F 23 % 47.9	14 1	69 14	2 8	1 5 3. 1

From Table 6 majority of teachers (59.5%) were happy 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. Moreover, 65% of the teachers said that their schools had adequate teaching and learning resources. Majority of the teachers (42.6%) denied using their personal resources to prepare for their lessons. In the United States (U.S.) Shernoff *et al* (2011) noted that less privileged schools lacked basic resources causing stress to teachers. 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.

Nairobi being the capital city of Kenya, schools get a lot more attention in terms of resources than those in the rural areas.

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. These findings 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. Furthermore, in Kenya 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. 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.*

*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."*

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.

Majority of teachers (55.3%) indicated that the student-teacher ratio did not deny them time for their personal life. 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.). Most teachers (44.5%) agreed that travelling between their houses and the school did not 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.

Most likely, these were teachers who were commuting from far hence getting caught up in the common traffic jam in the city. These 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.

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. It was only a few teachers (8.9%) who felt insecure with their school location. Nairobi is fairly secure during the day. Most teachers said (76.9%) 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.

Linear regression was used to test the second hypothesis which stated that:

**H<sub>04</sub>:** There is no significant relationship between school environment and levels of job satisfaction among public secondary school teachers in Nairobi County.

Table 6 shows the results of the analysis.

**TABLE 6: LINEAR REGRESSION ON THE INFLUENCE OF SCHOOL ENVIRONMENT ON TEACHERS' LEVELS OF JOB SATISFACTION**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	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 6 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  $\beta$  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.

## CONCLUSIONS AND RECOMMENDATIONS

Most principals 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. 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 don't like teaching responsibilities. 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. Some teachers feel insecure with the location of their schools.

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. 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 work stations. Some boarding schools engage some teachers in the evening. Such teachers should feel secure to go home after work.

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