



INFLUENCE OF SCHOOLS' WORKING CONDITIONS ON TEACHERS' JOB SATISFACTION IN PUBLIC SENIOR SCHOOLS IN TANA DELTA SUB-COUNTY, KENYA

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Abstract:

This study investigated the influence of schools' working conditions on teachers' job satisfaction in public senior schools in Tana Delta Sub-County, Kenya. Guided by Herzberg's Two-Factor Theory, the study objectives were to find out the influence of administrative support on teachers' job satisfaction and to find out the influence of teacher workload on their job satisfaction. A convergent parallel mixed-methods design was adopted. The target population comprised principals, teachers and Sub-County Education Officers. Stratified sampling technique was used to categorize teachers into relevant strata, followed by simple random sampling to select 142 teachers from a target population of 220. Stratified sampling technique was also used to select 10 out of 17 schools. Purposive sampling was used to include all 10 principals and the Sub-County Quality Assurance and Standards Officer (SCQASO). Data were collected using structured questionnaires for teachers and in-depth interview guides for principals and SCQASO. Quantitative data were analyzed using descriptive statistics including frequency distributions, means and percentages generated through the Statistical Package for Social Sciences (SPSS) version 25. Data were presented in the form of bar graphs, pie charts, and tables. Qualitative data were analyzed using a thematic approach and presented using narratives and direct quotations. The study found that teachers perceived administrative support, teacher workload, availability of instructional

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resources, and the physical working environment as important factors influencing their job satisfaction in public senior schools in Tana Delta Sub-County, Kenya. Teachers were more satisfied with their jobs when they received supportive leadership, worked in safe and conducive environments, had manageable workloads, and accessed adequate instructional resources. The study recommended that school principals, the Ministry of Education, the Teachers Service Commission, and other education stakeholders should strengthen administrative support systems, improve school infrastructure, ensure equitable workload distribution, and provide adequate instructional resources. These interventions are expected to enhance teachers' job satisfaction, improve teacher retention, and promote effective teaching and learning in public senior schools.

Keywords: Kenya, school, working condition, teacher, job, satisfaction

1. Introduction

The influence of school working conditions on teachers' job satisfaction has become a major concern in education systems due to its direct implications on teacher effectiveness, retention, and student learning outcomes. Empirical research in education consistently demonstrates that teachers' job satisfaction is largely shaped by the conditions under which they work, including workload demands, availability of teaching and learning resources, administrative support, and the physical school environment. For instance, Collie *et al.* (2020) found that teachers in supportive school environments characterized by manageable workload and adequate instructional resources reported significantly higher levels of job satisfaction. Similarly, Kraft, Simon, and Lyon (2021) established that improvements in school working conditions were strongly associated with increased teacher job satisfaction and reduced turnover intentions. These findings underscore the central role of school working conditions in shaping teachers' professional experiences.

In Europe, empirical studies further confirm the strong relationship between school working conditions and teachers' job satisfaction. Toropova, Myrberg, and Johansson (2021), in a study conducted in Finland, found that teachers' job satisfaction was positively influenced by manageable workload, availability of teaching materials, and supportive school environments. In contrast, Sims and Jerrim (2020) in the United Kingdom reported that excessive workload and administrative pressures significantly reduced teachers' job satisfaction. These findings suggest that even in relatively well-resourced systems, variations in school working conditions play a critical role in determining teachers' satisfaction levels.

In Asian contexts, similar patterns have been observed. Liu and Onwuegbuzie (2021) found that in China, large class sizes, heavy teaching loads, and inadequate instructional materials negatively affected teachers' job satisfaction. Likewise, Sharma and Jyoti (2020) in India reported that excessive workload and limited institutional support were key contributors to low teacher satisfaction. These studies indicate that

across diverse educational systems, unfavorable working conditions consistently undermine teachers' job satisfaction.

At the regional level, Sub-Saharan Africa continues to face persistent challenges related to teacher working conditions and job satisfaction. Rapid population growth, teacher shortages, limited public financing, and infrastructural deficits place considerable strain on teachers across the region. The UNESCO Global Education Monitoring Report (2020) notes that teachers in many African countries operate in overcrowded classrooms with inadequate teaching and learning materials, limited professional development opportunities and weak school leadership structures.

In Ghana, Agyapong (2020) found that teachers in public secondary schools experienced low job satisfaction due to excessive workload, large class sizes, and inadequate teaching and learning resources. The study further revealed that teachers were often required to handle multiple subjects and additional administrative duties due to staffing shortages, which increased work pressure and reduced professional satisfaction. The study concluded that the interaction between heavy workload, insufficient resources, and weak administrative support significantly undermines teachers' job satisfaction, particularly in public secondary schools.

In Uganda, Muguongo *et al.* (2020) established that poor school infrastructure, inadequate instructional materials, and limited professional support were key determinants of teachers' job dissatisfaction. The study further noted that many teachers worked in overcrowded classrooms with minimal teaching aids, making effective instruction difficult and reducing their sense of professional accomplishment. Additionally, delays in administrative support and limited opportunities for professional development contributed to frustration among teachers. The study emphasized that the combined effect of poor physical working conditions and lack of institutional support significantly lowers teachers' job satisfaction, especially in rural school settings.

In Tanzania, Makuvaza and Gatsi (2021) reported that teachers' job satisfaction was negatively influenced by heavy workload, insufficient teaching resources, and poor physical working environments. The study highlighted that teachers were often required to teach large classes while also performing administrative and co-curricular responsibilities, which increased workload and stress levels. Furthermore, inadequate classroom facilities and lack of essential teaching materials limited teachers' ability to deliver quality instruction, leading to reduced professional fulfillment. The findings indicate that the interaction between workload demands and unfavorable working environments plays a significant role in diminishing teachers' job satisfaction.

In Nigeria, Adigun (2020) found that workload and organizational support significantly influenced teachers' job satisfaction in public secondary schools. Similarly, Olaifa *et al.* (2024) reported that teachers experiencing high teaching loads, large class sizes, and inadequate instructional resources were more likely to report low job satisfaction. The studies further revealed that lack of recognition and limited support from school leadership contributed to teachers' dissatisfaction and reduced motivation. These findings suggest that both structural conditions, such as workload and resources,

and relational conditions, such as administrative support, jointly influence teachers' job satisfaction.

In South Africa, De Klerk *et al.* (2023) identified workload pressures, poor infrastructure, and limited institutional support as key factors contributing to low teacher job satisfaction. The study further indicated that teachers in disadvantaged schools faced additional challenges such as overcrowded classrooms and inadequate teaching materials, which negatively affected their teaching effectiveness and satisfaction. Additionally, Hofmeyr *et al.* (2024) found that disparities in school working conditions between urban and rural schools significantly influenced teachers' job satisfaction, with those in under-resourced schools reporting lower levels of satisfaction. These studies highlight that unequal distribution of school resources and support systems plays a critical role in shaping teachers' job satisfaction.

In Kenya, empirical studies have also documented the influence of school working conditions on teachers' job satisfaction. Ngeno (2021) found that heavy workload resulting from teacher shortages significantly reduced job satisfaction among teachers in public secondary schools. Omollo and Were (2022) reported that inadequate teaching and learning resources and limited administrative support negatively influenced teachers' satisfaction levels. Similarly, Waweru (2023) established that poor physical working environments and lack of professional support contributed to low teacher morale, particularly in rural schools. While these studies provide important insights, they largely focus on broader contexts and do not adequately address localized and marginalized settings.

In Tana River County, a few empirical studies have examined issues related to teachers' job satisfaction and working conditions, although the evidence remains limited and fragmented. For instance, Muthoni (2021) examined job satisfaction among deputy principals in public secondary schools in Tana River County and found that working conditions such as poor physical facilities, insecurity, and inadequate transport significantly influenced their levels of job satisfaction. The study also established that many school leaders were dissatisfied with their work environment despite moderate satisfaction with interpersonal relations, highlighting the importance of physical and contextual working conditions.

More recently, Yussuf *et al.* (2025) found that school leadership practices significantly influenced teacher job satisfaction in Bangale Sub-County, Tana River County. The study revealed that teachers working under supportive leadership characterized by effective communication, participatory decision-making, and professional support reported higher levels of job satisfaction compared to those in less supportive environments. Conversely, weak leadership practices were associated with low morale and dissatisfaction among teachers. These findings suggest that organizational conditions within schools, particularly the nature of administrative support, play a critical role in shaping teachers' job satisfaction.

Although these studies provide important insights into factors influencing teacher satisfaction in Tana River County, they largely focus on isolated aspects such as

leadership, motivation, governance, or selected job factors. There remains a lack of comprehensive empirical research that examines how key dimensions of school working conditions such as administrative support, teacher workload, availability of teaching and learning resources, and physical working environment interact to influence teachers' job satisfaction, particularly in Tana Delta Sub-County.

Given the global, regional, and local evidence, it is evident that school working conditions significantly influence teachers' job satisfaction. However, there is limited empirical research examining how specific dimensions of school working conditions, such as; administrative support, teacher workload, availability of teaching and learning resources, and physical working environment, collectively influence teachers' job satisfaction in geographically unique and resource-constrained areas such as Tana Delta Sub-County, Kenya. This study therefore seeks to bridge this gap by providing context-specific evidence that can inform policy and improve teachers' working conditions and job satisfaction in marginalized educational settings.

2. Statement of the Problem

The quality of education is closely associated with teachers' working conditions and their level of job satisfaction. In rural and marginalized regions of Kenya, such as Tana Delta Sub-County, public senior schools continue to experience persistent challenges that constrain effective teaching and learning. Teachers contend with excessive workload, inadequate administrative support, insufficient teaching and learning resources, and poor physical infrastructure (Oduor & Simatwa, 2020; Wambua, 2022). These unfavourable working conditions reduce teacher motivation, weaken professional commitment, increase occupational stress, and limit teachers' ability to deliver quality instruction.

In Tana Delta Sub-County, these challenges are further exacerbated by geographical isolation, socio-economic vulnerability, and inadequate access to essential services such as reliable electricity, clean water, and transport infrastructure. Consequently, teachers experience professional isolation, inadequate instructional resources, and difficult working conditions that contribute to low morale, increased absenteeism, and high staff turnover (Murimi, 2021; Yusuf *et al.*, 2025). These conditions adversely affect instructional effectiveness, compromise learners' academic achievement, and perpetuate educational disparities between marginalized and better-resourced regions (UNESCO, 2023).

Although teacher job satisfaction has been widely investigated in Kenya, most empirical studies have concentrated on urban or relatively well-resourced counties, with limited attention given to geographically remote and marginalized areas such as Tana Delta Sub-County (Tallam & Kiplagat, 2020; Kariuki, 2021). In addition, previous studies largely examined individual determinants of teacher job satisfaction without adequately investigating the influence of administrative support, teacher workload, availability of

instructional resources, and the physical working environment within marginalized public senior schools.

Consequently, there was limited empirical evidence on how these dimensions of school working conditions influenced teachers' job satisfaction in public senior schools in Tana Delta Sub-County, Kenya. This knowledge gap limited the availability of context-specific evidence required by education policymakers and school administrators to formulate appropriate interventions for improving teachers' working conditions and enhancing teacher job satisfaction in marginalized regions.

This study therefore examined the influence of administrative support, teacher workload, availability of instructional resources, and the physical working environment on teachers' job satisfaction in public senior schools in Tana Delta Sub-County, Kenya. The findings provided empirical evidence to inform policy and practice by the Ministry of Education, the Teachers Service Commission, and school administrators on strategies for improving teachers' working conditions, enhancing teacher job satisfaction and retention, and strengthening the quality of teaching and learning in marginalized public senior schools.

2.1 Research Objectives

- 1) To determine the influence of administrative support on teachers' job satisfaction in public senior schools in Tana Delta Sub-County.
- 2) To establish the influence of teachers' workload on their job satisfaction in public senior schools in Tana Delta Sub-County.

3. Theoretical Framework

A theoretical framework provides the foundation for understanding the variables and relationships under investigation in a study. According to Kombo and Tromp (2018), it allows the researcher to identify, organize and analyze the key factors that influence the phenomenon of interest while linking the study to existing knowledge and theories. In addition, a theoretical framework guides the research design, methodology and interpretation of findings by providing a lens through which data can be analyzed (Mugenda & Mugenda, 2020). In this regard, the present study was grounded in Herzberg's Two-Factor Theory, which provided a relevant framework for examining how selected working conditions function as hygiene and motivator factors influencing teachers' job satisfaction in public senior schools. Herzberg's Two-Factor Theory, also known as the Hygiene–Motivation Theory, explains job satisfaction using two different groups of factors: hygiene factors and motivator factors. The theory states that job satisfaction and job dissatisfaction are caused by different conditions, not just opposite ends of the same scale (Nickerson, 2025).

Hygiene factors are the conditions that surround the job. These include administrative support, workload, school policies, working conditions, salary and availability of teaching and learning resources. When these factors are poor or

inadequate, they lead to job dissatisfaction. However, when they are improved, they do not necessarily make teachers satisfied; they only remove dissatisfaction and create a normal working condition (Alrawahi *et al.*, 2020; Zhang & Gandham, 2025).

On the other hand, motivator factors are related to the job itself. These include achievement, recognition, responsibility, promotion and opportunities for professional growth. These factors are important because they lead to real job satisfaction and motivate teachers to perform better (Zhang & Gandham, 2025).

In this study, the focus is mainly on hygiene factors, because they form the key working conditions of teachers in public senior schools in Tana Delta Sub-County. Factors such as administrative support, teacher workload and availability of teaching and learning resources fall under hygiene factors. Research shows that poor working conditions, such as heavy workload and lack of resources, are major causes of dissatisfaction among employees (Alrawahi *et al.*, 2020).

However, the theory also explains that removing dissatisfaction is not enough to make teachers fully satisfied. For teachers to feel motivated and satisfied, motivator factors such as recognition, career growth, and professional autonomy must also be present. Therefore, this study is guided by the understanding that while hygiene factors help reduce dissatisfaction, both hygiene and motivator factors are important in influencing teachers' job satisfaction (Zhang & Gandham, 2025; Nickerson, 2025).

4. Literature Review

4.1 Influence of Administrative Support on Teachers' Job Satisfaction

Administrative support is widely recognized as a critical component of school working conditions that significantly influences teachers' job satisfaction. It refers to the extent to which school administrators provide instructional guidance, professional support, recognition, participatory decision-making opportunities, effective communication, and the necessary resources that enable teachers to perform their responsibilities effectively (Darling-Hammond, 2020). According to Herzberg's Two-Factor Theory, aspects of the work environment, including supportive supervision and organizational relationships, influence employees' motivation, satisfaction, and commitment. In the school context, administrative support therefore represents an important organizational factor that can either enhance teachers' professional fulfilment or contribute to dissatisfaction when inadequately provided.

Globally, empirical evidence demonstrates a consistent relationship between supportive school leadership and teachers' job satisfaction. Studies conducted in developed education systems have shown that teachers are more satisfied when school leaders provide constructive feedback, encourage professional growth, recognize teachers' contributions, and involve them in decision-making processes. For instance, evidence from Finland based on TALIS data revealed that instructional feedback, opportunities for professional development, and participatory leadership practices were associated with increased teacher satisfaction and reduced intentions to leave the

profession (Pietsch & Tulowitzki, 2022). Similarly, research in Sweden established that recognition of teachers' efforts, collaborative practices, and supportive leadership behavior's strengthened teacher morale and professional commitment (Arvidsson *et al.*, 2020). Comparable findings from England indicated that transparent communication, emotional support, and shared decision-making enhanced teachers' resilience and satisfaction, particularly in schools experiencing staffing and resource pressures (Maxwell & Reilly, 2021).

Although these studies provide valuable insights into the relationship between administrative support and teacher satisfaction, their findings should be interpreted within their specific educational contexts. Most studies from developed countries have been conducted in systems characterized by adequate educational resources, relatively stable teacher supply, and established professional support structures. Consequently, the extent to which such findings apply to resource-constrained and marginalized educational environments remains uncertain. This creates a contextual gap, particularly regarding schools operating under challenging conditions where administrative support may play an even greater role in sustaining teacher motivation and commitment.

Evidence from developing countries similarly emphasizes the importance of administrative support in shaping teachers' workplace experiences. In Pakistan, research among secondary school teachers demonstrated that administrative responsiveness, effective communication, and instructional guidance were positively associated with teacher motivation and satisfaction (Hussain & Ali, 2021). Within the African context, studies have consistently highlighted the role of supportive leadership in improving teacher morale and professional engagement. Research in Ghana revealed that participatory decision-making, timely feedback, and opportunities for professional development contributed to improved teacher satisfaction and retention (Asare & Nti, 2022). Likewise, evidence from South Africa indicated that inclusive leadership practices, supportive supervision, and open communication were associated with higher levels of teacher satisfaction and reduced absenteeism (Mupa & Chinooneka, 2023). In Rwanda, principals' involvement in instructional supervision and professional development activities was found to strengthen teachers' professional confidence and job satisfaction (Sibomana, 2020).

Despite the consistency of these findings, most African studies have focused on relatively accessible or better-resourced educational contexts. Limited attention has been given to teachers working in marginalized and geographically disadvantaged regions where administrative demands may differ due to teacher shortages, infrastructure limitations, and socio-economic challenges. Therefore, while existing studies have established the importance of administrative support, they provide limited understanding of how such support influences teacher satisfaction within Arid and Semi-Arid Land (ASAL) settings.

In Kenya, studies have similarly established that administrative support is an important predictor of teachers' professional experiences and satisfaction. Research conducted in Kiambu County found that principal support, recognition of teacher efforts,

instructional supervision, and collaborative leadership practices enhanced teachers' motivation and job satisfaction (Kimemia & Ndung'u, 2020). Similarly, findings from Machakos County indicated that administrative guidance, mentorship, and accessibility of school leaders positively influenced teacher motivation and workplace satisfaction (Mutiso *et al.*, 2020). These studies provided important evidence on the contribution of school leadership practices to teacher satisfaction within the Kenyan education system.

However, existing Kenyan studies have mainly concentrated on counties with relatively developed educational infrastructure and easier access to educational resources. Limited empirical evidence exists regarding administrative support in public senior schools located in marginalized regions such as Tana Delta Sub-County. Schools in such environments often operate under unique circumstances, including difficulties in attracting and retaining teachers, limited professional support opportunities, and challenging working conditions. These contextual realities may influence how teachers perceive and experience administrative support.

Furthermore, methodological limitations are evident in previous research. A considerable number of studies have relied exclusively on either quantitative surveys or qualitative approaches, limiting the ability to integrate measurable trends with teachers' personal experiences. A mixed-methods approach provides a more comprehensive understanding by combining statistical patterns with explanations of how administrative practices influence teachers' daily professional experiences. This methodological gap remains important, particularly in contexts where numerical findings alone may not adequately explain the complexities surrounding teacher satisfaction.

Overall, the reviewed literature demonstrates that administrative support is a significant determinant of teachers' job satisfaction across different educational contexts. Supportive supervision, recognition, professional guidance, and participatory leadership practices consistently emerge as important factors that enhance teacher morale, commitment, and retention. However, existing studies provide limited evidence from ASAL regions and rarely examine administrative support as part of the broader school working conditions influencing teacher satisfaction. The present study therefore addressed these gaps by employing a convergent parallel mixed-methods design to examine the influence of administrative support on teachers' job satisfaction in public senior schools in Tana Delta Sub-County. Through the integration of quantitative and qualitative evidence, the study generated context-specific insights into how administrative practices shaped teachers' professional experiences in a marginalized educational setting.

4.2 Effect of Teachers' Workload on Teachers' Job Satisfaction

Teacher workload is a significant dimension of school working conditions that influences teachers' professional experiences, motivation, and overall job satisfaction. It encompasses the range of responsibilities assigned to teachers, including classroom teaching, lesson preparation, assessment, administrative duties, extracurricular activities, and other school-related obligations. While a reasonable workload may enhance

professional engagement and productivity, excessive workload often contributes to stress, emotional exhaustion, reduced morale, and dissatisfaction with the teaching profession (Kyriacou, 2020). From the perspective of Herzberg's Two-Factor Theory, excessive job demands represent a hygiene factor that may create dissatisfaction when inadequately managed, particularly when teachers perceive that institutional conditions do not support effective performance.

Globally, research demonstrates a consistent relationship between workload demands and teachers' job satisfaction. Studies conducted in developed education systems have shown that excessive teaching responsibilities, large class sizes, and increased administrative requirements negatively affect teachers' professional well-being. For example, research among secondary school teachers in the United Kingdom established that prolonged teaching hours, extensive paperwork, and additional non-instructional responsibilities were associated with dissatisfaction, emotional exhaustion, and increased intentions to leave the profession (Borman & Dowling, 2021). Similarly, longitudinal evidence from Germany indicated that teachers who perceived their workload as excessive experienced higher levels of burnout and reduced job satisfaction over time (Richter *et al.*, 2020). These findings suggest that workload management remains an important consideration in promoting teacher retention and professional commitment.

Although studies from developed contexts provide valuable insights, their applicability to developing and marginalized educational settings requires careful consideration. Many education systems in developed countries operate with comparatively better teacher-student ratios, stronger institutional support mechanisms, and more efficient administrative structures. In contrast, teachers in low-resource environments often undertake additional responsibilities due to staff shortages, inadequate infrastructure, and limited institutional capacity. Therefore, the influence of workload on teacher satisfaction may be more pronounced in contexts where teachers face multiple professional demands without corresponding support.

Evidence from developing countries highlights the complex relationship between workload and teachers' job satisfaction. In Nigeria, Adebayo (2020) found that excessive teaching responsibilities, administrative assignments, and inadequate staffing contributed significantly to teacher dissatisfaction, absenteeism, and intentions to transfer. Similarly, research in South Africa revealed that heavy workloads, particularly in overcrowded classrooms, negatively affected teacher morale and professional commitment (Mupa & Chinooneka, 2023). Studies in Uganda and Tanzania further demonstrated that teacher shortages, inadequate preparation time, and multiple assigned responsibilities constrained teachers' ability to perform effectively, resulting in frustration and reduced job satisfaction (Ssenyonga & Nambi, 2021; Mahenge & Jackson, 2022). Collectively, these findings indicate that workload challenges are not limited to teaching hours alone but also include administrative and contextual demands that shape teachers' workplace experiences.

Within the East African region, workload-related challenges have similarly been associated with reduced teacher satisfaction. Previous studies in Kenya have indicated that teachers experiencing excessive teaching loads often have limited time for lesson preparation, assessment, professional development, and participation in school improvement activities. Research conducted in Bungoma County demonstrated that high teaching responsibilities negatively affected teacher motivation, instructional effectiveness, and overall job satisfaction (Mutisya & Kikechi, 2021). Comparable findings from neighboring countries suggest that workload pressures are intensified in schools experiencing teacher shortages and resource limitations, where available teachers are required to undertake additional academic and administrative responsibilities (Ssenyonga & Nambi, 2021; Mahenge & Jackson, 2022).

Despite these findings, important gaps remain in the existing literature. Geographically, much of the available research has focused on urban and relatively well-resourced educational settings, with limited attention given to teachers working in rural and ASAL regions. Such areas often experience unique workload challenges, including inadequate staffing, multiple subject allocations, combined classes, extensive co-curricular responsibilities, and additional administrative duties resulting from limited personnel. These conditions may influence teachers' perceptions of workload and satisfaction differently from those reported in better-supported contexts.

Methodologically, previous studies have predominantly employed quantitative survey designs to establish relationships between workload and teacher satisfaction. While such approaches provide useful statistical evidence, they often provide limited explanations of how teachers experience workload pressures in their daily professional lives. The absence of adequate qualitative perspectives limits understanding of the specific challenges teachers encounter and the coping mechanisms they employ within different school environments.

Furthermore, a contextual gap exists because limited studies have examined workload challenges among teachers in public senior schools located in marginalized settings such as Tana Delta Sub-County. Existing research has largely emphasized general indicators such as teaching hours and class sizes, while giving limited attention to contextual factors such as teacher shortages, environmental challenges, and additional responsibilities common in hard-to-staff regions. These contextual realities may significantly influence the relationship between workload and teachers' job satisfaction. Overall, the reviewed literature demonstrates that teacher workload is an important determinant of job satisfaction. Excessive teaching responsibilities, administrative demands, and inadequate time for professional tasks are consistently associated with reduced morale, increased stress, and lower commitment to the teaching profession. However, existing evidence provides limited understanding of how workload influences teacher satisfaction in marginalized ASAL contexts and rarely integrates both quantitative and qualitative perspectives. The present study addressed these gaps by employing a convergent parallel mixed-methods design to examine the effect of teachers' workload on job satisfaction in public senior schools in Tana Delta Sub-County. By

integrating measurable workload patterns with teachers' lived experiences, the study provided a more comprehensive understanding of how workload conditions influenced teacher satisfaction within an underserved educational context.

5. Research Methodology

A research design is the overall plan that guides the conduct of a study from the formulation of research questions to the collection, analysis, and interpretation of data. It outlines the procedures for gathering and analyzing data and provides a framework for addressing the research problem systematically. According to Creswell and Plano Clark (2018), a research design ensures that the evidence obtained enables the researcher to address the research problem in a logical, valid, and reliable manner. It therefore serves as a blueprint that links the study objectives, methodology, and data analysis procedures. This study adopted a mixed-methods research design, which integrates both quantitative and qualitative approaches to provide a comprehensive understanding of the relationship between school working conditions and teachers' job satisfaction. Mixed-methods research is appropriate where neither quantitative nor qualitative data alone is sufficient to adequately explain the research problem (Fetters & Molina-Azorin, 2020).

Specifically, the study employed a convergent parallel mixed-methods design, in which quantitative and qualitative data were collected during the same phase of the study, analyzed independently, and subsequently integrated during interpretation. According to Creswell and Plano Clark (2011), a convergent parallel design enables the researcher to give equal priority to both forms of data, allowing for a more comprehensive understanding of the phenomenon under investigation.

The quantitative and qualitative findings were compared and integrated to determine areas of convergence, complementarity, or divergence. The adoption of this design enhanced the depth and breadth of the findings by combining numerical data with participants' perspectives, thereby providing a more comprehensive analysis of the influence of school working conditions on teachers' job satisfaction in public senior schools in Tana Delta Sub-County.

6. Research Findings

To collect data that informed this study, the study issued 142 questionnaires to teachers and conducted interviews with 10 principals and 1 SCQASO. The study targeted a total of 153 respondents comprising 10 principals, 142 teachers, and 1 Sub-County Quality Assurance and Standards Officer (SCQASO). Out of these, 144 respondents successfully participated in the study, resulting in an overall response rate of 94%.

Among the principals, 8 out of the targeted 10 participated in the study, yielding a response rate of 80%. Although two principals did not respond, the response rate was considered adequate for generating reliable information regarding school leadership and working conditions. Teachers recorded the highest number of responses, with 135 out of

142 targeted teachers participating, representing a response rate of 95%. This high response rate suggests a strong level of cooperation among teachers and enhances the representativeness of the data collected. The SCQASO recorded a response rate of 100%, as the only targeted officer participated in the study.

The overall response rate of 94% is considered excellent and sufficient for data analysis and generalization of the findings. According to Babbie (2016), a response rate of 70% and above is adequate for social science research, while rates above 90% are regarded as excellent. Therefore, the achieved response rate minimized the possibility of non-response bias and provided a reliable basis for examining the influence of schools' working conditions on teachers' job satisfaction in public senior schools in Tana Delta Sub-County, Tana River County, Kenya.

6.1 Influence of Administrative Support on Teachers' Job Satisfaction

Teachers were required to show their level of agreement or disagreement with the statements about the influence of administrative support on teachers' job satisfaction in public senior schools in Tana Delta Sub-County. The scale used by teachers to respond to the questions was: Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree. The findings are shown in Table 3.

Table 3: Administrative Support and Teachers' Job Satisfaction (n = 135)

Statement	SA	A	UD	D	SD
	f (%)	f (%)	f (%)	f (%)	f (%)
The school leadership provides clear guidance on teaching tasks and expectations.	56 (41.5)	49 (36.3)	10 (7.4)	14 (10.4)	6 (4.4)
The principal makes fair and transparent decisions that affect teachers.	48 (35.6)	52 (38.5)	12 (8.9)	16 (11.9)	7 (5.2)
Communication between the administration and staff is open and responsive.	50 (37.0)	54 (40.0)	9 (6.7)	15 (11.1)	7 (5.2)
The principal conducts supportive supervision that helps improve classroom teaching.	44 (32.6)	51 (37.8)	13 (9.6)	18 (13.3)	9 (6.7)
The administration promptly responds to teachers' professional concerns.	46 (34.1)	50 (37.0)	11 (8.1)	19 (14.1)	9 (6.7)

Source: Field Data, compiled by the researcher (2026).

The first statement examined whether school leadership provides clear guidance on teaching tasks and expectations. The findings showed that 56 teachers (41.5%) strongly agreed and 49 teachers (36.3%) agreed, while 10 teachers (7.4%) were undecided, 14 teachers (10.4%) disagreed, and 6 teachers (4.4%) strongly disagreed. This indicates that most teachers perceived school leadership as providing direction, although a few felt that guidance was inconsistent or inadequate. School principals' interview responses supported this finding. One principal stated, *"Teachers work better when expectations are clear."*

Another principal explained:

"At the beginning of every term, we meet as a staff and agree on syllabus coverage, lesson attendance, examination preparation, duty allocation and general school expectations. I believe teachers become more comfortable when they know exactly what is expected from them. When guidance is clear, teachers do not work by guessing; they understand the direction of the school and organize their work better." (Principal 6, 9/5/2026)

The SCQASO supported this finding by noting that clear administrative guidance helps teachers remain focused and professionally accountable. The officer observed that when principals communicate expectations early, teachers are better able to plan lessons, manage time, and meet curriculum targets. This finding agrees with literature showing that leadership support and clarity of expectations are important aspects of teachers' working conditions and job satisfaction (IEA, 2025; Teachers Service Commission, 2023). The second statement assessed whether principals make fair and transparent decisions affecting teachers. The findings showed that 48 teachers (35.6%) strongly agreed and 52 teachers (38.5%) agreed, while 12 teachers (8.9%) were undecided, 16 teachers (11.9%) disagreed, and 7 teachers (5.2%) strongly disagreed. This suggests that although most teachers viewed decision-making as fair, some remained uncertain or dissatisfied. The SCQASO similarly emphasized that fairness in school administration is central to teacher morale. The officer noted that teachers are more likely to cooperate with school leadership when they perceive decisions on workload, duties, and responsibilities as transparent. This supports studies indicating that administrative practices influence teachers' morale, commitment, and satisfaction (Serek, 2025). However, the disagreement by some teachers suggests that transparency may not be experienced uniformly across all schools, especially where decisions are made quickly or without sufficient consultation. In support of this, a principal remarked during interviews, *"Fairness keeps teachers committed."* Another principal narrated:

"Teachers are very sensitive to fairness. When assigning duties, giving responsibilities or making decisions about school activities, I try to involve them through departmental meetings and staff consultations. Even when everyone cannot get what they want, they are more willing to accept a decision when they understand the reason behind it and feel that the process was open." (Principal 2, 11/5/2026)

This finding suggests that shared decision-making does not only mean allowing every teacher to determine the final decision. It also involves making the process open, consultative, and fair. The principal's view shows that teachers are more likely to accept school decisions when they understand the reasons behind them and when they feel that their voices are considered. It also indicates that fairness in decision-making strengthens teacher trust, reduces resistance, and promotes commitment to school academic goals.

The third statement focused on communication between administration and staff. The findings indicated that 50 teachers (37.0%) strongly agreed and 54 teachers (40.0%) agreed, while 9 teachers (6.7%) were undecided, 15 teachers (11.1%) disagreed, and 7 teachers (5.2%) strongly disagreed. This shows that most teachers considered communication to be open and responsive, though some experienced gaps. This finding implies that open communication helped to build trust between teachers and the school administration. When teachers receive information on time and are given room to seek clarification, they are more likely to understand decisions, cooperate with the administration, and participate actively in school programs. Open communication also reduces misunderstanding because teachers are able to know why certain decisions are made and what role they are expected to play in implementing them.

The 9 teachers (6.7%) who were undecided may suggest that communication was not experienced uniformly by all teachers. Some teachers may have received information mainly through heads of departments, circulars, staff meetings, or informal channels, making their experience of communication less direct. The 15 teachers (11.1%) who disagreed and 7 teachers (5.2%) who strongly disagreed indicate that some teachers still experienced gaps in communication. These gaps may have included delayed information, limited consultation, unclear instructions, or communication that was perceived as more top-down than interactive.

The qualitative findings supported the quantitative results. One principal observed, *"Communication reduces unnecessary tension."* This statement suggests that when the administration communicates openly with teachers, suspicion and anxiety are reduced. Teachers are able to understand school decisions better and are less likely to interpret administrative actions negatively. Another principal explained, *"When teachers are informed early about school activities, they prepare themselves better. Even when there are changes in the program, communication helps them to adjust without feeling ignored or surprised."* Yet another principal explained:

"I have learned that teachers become more cooperative when they are informed and listened to. In our school, we use staff meetings, departmental consultations and informal discussions to address issues. Some problems are solved simply because a teacher has been given time to explain the concern. When communication is open, teachers feel that they are part of the school and not just people receiving instructions." (Principal 6, 13/5/2026)

The SCQASO confirmed that open communication is one of the signs of effective school leadership. The officer observed that schools where principals maintain regular dialogue with teachers tend to experience fewer conflicts and better staff cooperation. This agrees with current research showing that supportive leadership and administrative communication strengthen job satisfaction by improving trust and participation (Nnaji & Benson, 2025; Teachers Service Commission, 2026). The negative responses may reflect situations where communication is delayed, one-directional, or limited to formal meetings.

This finding shows that communication is not only about passing information; it also helps teachers to feel respected and included in the life of the school. It strengthens cooperation because teachers are more willing to support decisions when they understand the reasons behind them. Therefore, open and responsive communication between administration and staff contributes to a positive school climate, smoother implementation of academic programs, and improved commitment to students' academic performance.

The fourth statement examined whether principals conduct supportive supervision that helps improve classroom teaching. The findings showed that 44 teachers (32.6%) strongly agreed and 51 teachers (37.8%) agreed, while 13 teachers (9.6%) were undecided, 18 teachers (13.3%) disagreed, and 9 teachers (6.7%) strongly disagreed. These findings indicate that the majority of teachers viewed supervision positively and considered it helpful in improving classroom teaching. The combined agreement of 95 teachers (70.4%) suggests that many teachers experienced supervision as a supportive leadership practice rather than merely an administrative requirement.

This finding implies that supportive supervision played an important role in improving instructional quality. When supervision is conducted in a respectful and developmental manner, it helps teachers reflect on their teaching methods, classroom management, learner engagement, lesson preparation, and assessment practices. It also gives principals an opportunity to identify areas where teachers may need professional support, teaching materials, guidance, encouragement, or further training. Therefore, supportive supervision can contribute to teachers' professional growth and, ultimately, to improved students' academic performance. In support of this, a principal explained:

"My intention when supervising teachers is not to focus on fault-finding. I want to understand what support the teacher needs in the classroom. After lesson observation, I prefer to discuss privately with the teacher, appreciate what was done well, and then suggest areas for improvement. Teachers respond better when supervision is respectful and developmental." (Principal 8, 13/5/2026)

This statement shows that supportive supervision should be based on professional dialogue. The principal's approach begins with observation, followed by private discussion, appreciation of strengths, and constructive suggestions for improvement. Such an approach can improve teacher morale because teachers feel respected and valued. It also encourages teachers to accept feedback more positively, since the feedback is given in a manner that promotes growth rather than fear.

The SCQASO supported this view by explaining that supervision should be professional, developmental, and focused on improving teaching quality. The officer noted that when supervision is reduced to fault-finding, teachers may become defensive and dissatisfied. This observation is important because it shows that the manner in which supervision is conducted can either motivate or discourage teachers. When supervision is supportive, teachers are more likely to open up about classroom challenges, seek

guidance, and improve their teaching practices. When it is harsh or judgmental, teachers may hide weaknesses, resist feedback, or view supervision as a threat.

The finding supports evidence that leadership support and constructive feedback enhance teachers' job satisfaction (IEA, 2025; Nnaji & Benson, 2025). Teachers are more satisfied when they receive feedback that is respectful, useful, and focused on professional growth. Supportive supervision may also improve teacher confidence, commitment, and willingness to adopt better teaching strategies. In this way, supervision becomes a pathway through which principals influence classroom teaching and students' academic performance.

However, the disagreement expressed by some teachers suggests that principals still need to strengthen supervision practices. Schools should ensure that supervision is regular, transparent, fair, and followed by constructive feedback. Principals should also avoid using supervision as a tool of intimidation. Instead, they should use it to identify teachers' needs, encourage good practice, support weaker areas, and build a culture of continuous professional improvement. Therefore, supportive supervision can improve classroom teaching when it is carried out with respect, fairness, professional dialogue, and a clear focus on improving learning outcomes.

The last statement assessed whether the administration promptly responds to teachers' professional concerns. The findings showed that 46 teachers (34.1%) strongly agreed and 50 teachers (37.0%) agreed, while 11 teachers (8.1%) were undecided, 19 teachers (14.1%) disagreed, and 9 teachers (6.7%) strongly disagreed. This means that most teachers felt supported, while a significant minority felt that their concerns were not handled promptly.

The SCQASO supported this finding by stating:

"Teachers' professional concerns should be handled promptly because they affect teaching directly. When a teacher lacks materials, has workload challenges, or faces serious classroom discipline issues, the administration should listen and respond in good time. Where the school cannot solve the matter immediately, the principal should communicate clearly and guide the teacher on the next steps." (SCQASO, 5/5/2026)

The SCQASO further reinforced this finding by noting that responsiveness to teachers' concerns strengthens confidence in school leadership. The officer observed that delays in addressing teacher concerns may arise from limited resources, bureaucratic procedures, or competing school needs. This finding is consistent with the TSC Strategic Plan 2023–2027, which emphasizes teacher motivation, institutional capacity, and supportive systems as part of improving teaching quality (Teachers Service Commission, 2023). However, the negative responses show that administrative responsiveness remains an area needing improvement.

This view suggests that prompt response to teachers' professional concerns is an important aspect of supportive school leadership. It shows that teachers are more likely to remain motivated and committed when the administration listens to their concerns

and gives timely feedback. The finding also indicates that even when resources are limited, honest communication from the administration can help teachers feel respected and supported.

6.2 Influence of Physical Working Environment and Teacher Job Satisfaction

Teachers were required to show their level of agreement or disagreement with the statements about the influence of physical working environment and teacher job satisfaction in public senior schools in Tana Delta Sub-County. The scale used by teachers to respond to the questions was: Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree. The findings are shown in Table 4.

Table 4: Physical Working Environment and Teacher's Job Satisfaction (n = 135)

Statement	SA	A	UD	A	SD
	f (%)	f (%)	f (%)	f (%)	f (%)
Classrooms in this school are conducive for effective teaching and learning.	42 (31.1)	50 (37.0)	12 (8.9)	21 (15.6)	10 (7.4)
The staffroom has adequate space, furniture, and ventilation.	36 (26.7)	48 (35.6)	15 (11.1)	24 (17.8)	12 (8.9)
Sanitation facilities (toilets, water, hygiene) are clean and accessible.	40 (29.6)	46 (34.1)	13 (9.6)	24 (17.8)	12 (8.9)
The school environment is generally safe for teachers and students.	54 (40.0)	49 (36.3)	10 (7.4)	15 (11.1)	7 (5.2)
Electricity is available and reliable for teaching-related tasks.	45 (33.3)	47 (34.8)	11 (8.1)	22 (16.3)	10 (7.4)

Source: Field Data, compiled by the researcher (2026).

The first statement sought to establish whether classrooms in the school were conducive for effective teaching and learning. The findings showed that 42 teachers (31.1%) strongly agreed and 50 teachers (37.0%) agreed, indicating that the majority of teachers perceived classrooms as reasonably conducive for instructional activities. However, 12 teachers (8.9%) were undecided, while 21 teachers (15.6%) disagreed and 10 teachers (7.4%) strongly disagreed, suggesting that some schools still experienced challenges related to classroom adequacy, overcrowding, maintenance, ventilation, lighting, and general comfort.

The positive responses suggest that many schools had made efforts to provide classroom environments that supported teaching and learning. A conducive classroom enables teachers to organize lessons effectively, manage learners better, and use available instructional resources with greater ease. It also allows students to concentrate, participate in learning activities, and interact with teachers more comfortably. Therefore, classroom conditions remain an important factor in both teacher satisfaction and instructional effectiveness.

This finding was supported by one of the principals who observed that, *"A good classroom environment enables teachers to teach comfortably and students to concentrate better."*

This statement shows that principals understood the connection between classroom conditions and the quality of teaching and learning. Another principal explained:

"Although our school has made significant improvements in classroom infrastructure, we still face challenges of overcrowding in some classes. Nevertheless, we continuously work with stakeholders to ensure that teachers and learners have an environment that supports effective teaching and learning." (Principal 5, 13/5/2026)

A third principal added:

"When classrooms are spacious, clean, and well arranged, teachers find it easier to move around, supervise learners, and conduct class activities. Where classrooms are overcrowded, teaching becomes more demanding because the teacher has to struggle with movement, discipline, and learner attention." (Principal 3, 13/5/2026)

Another principal also noted:

"We have tried to improve the physical condition of classrooms by repairing desks, fixing broken windows, and ensuring that learners have enough sitting space. These improvements may look small, but they make a difference in how teachers conduct lessons." (Principal 1, 11/5/2026)

These findings show that principals recognize classroom conditions as part of the wider teaching and learning environment. They also indicate that schools are making efforts to improve infrastructure, although challenges such as overcrowding and limited facilities still affect some classrooms. Good classrooms support lesson delivery, learner participation, classroom control, and teacher morale. Poor classroom conditions, on the other hand, increase teacher workload and may reduce instructional effectiveness.

The second statement assessed whether the staffroom had adequate space, furniture, and ventilation. The findings revealed that 36 teachers (26.7%) strongly agreed and 48 teachers (35.6%) agreed, indicating that most teachers considered staffroom conditions satisfactory. This means that a majority of teachers felt that the staffroom provided a reasonably suitable environment for lesson preparation, marking, professional interaction, consultation, and rest between lessons.

However, 15 teachers (11.1%) were undecided, while 24 teachers (17.8%) disagreed and 12 teachers (8.9%) strongly disagreed. These responses suggest that although many schools had acceptable staffroom facilities, some teachers still experienced inadequate space, limited furniture, poor ventilation, congestion, or uncomfortable working conditions. The undecided responses may also suggest that staffroom conditions varied within schools or that some teachers considered the facilities usable but not fully adequate.

A staffroom is an important part of the school working environment because it is the main professional space for teachers outside the classroom. Teachers use the staffroom to prepare lessons, mark students' work, consult colleagues, keep teaching materials, hold informal academic discussions, and recover between lessons. Therefore, when the staffroom is spacious, well ventilated, and adequately furnished, it contributes to teacher comfort, morale, and productivity. Where the staffroom is congested or poorly equipped, teachers may find it difficult to concentrate, plan lessons effectively, or interact professionally with colleagues. The SCQASO supported this finding by noting:

"Staffroom conditions affect teachers' morale. A teacher who has a clean, ventilated, and well-furnished staffroom is more likely to feel supported in the work environment. Where the staffroom is congested or poorly maintained, teachers may feel neglected." (SCQASO, 5/5/2026)

This suggests that staffroom adequacy is closely linked to teachers' job satisfaction. A good staffroom provides teachers with a sense of dignity, belonging, and professional support. It also encourages collaboration because teachers are able to share teaching ideas, discuss student progress, and support one another informally. In this sense, adequate staffroom facilities can indirectly contribute to better teaching and learning by improving teacher motivation and professional interaction.

The third statement focused on sanitation facilities. The results showed that 40 teachers (29.6%) strongly agreed and 46 teachers (34.1%) agreed that sanitation facilities were clean and accessible. However, 13 teachers (9.6%) were undecided, while 24 teachers (17.8%) disagreed and 12 teachers (8.9%) strongly disagreed. These findings suggest that while sanitation conditions were generally viewed positively, concerns remained in some schools. One principal stated, *"Clean sanitation facilities promote dignity and well-being among both teachers and learners."* Another principal explained, *"Maintaining sanitation standards is not always easy because of limited resources and increasing student enrolment. However, we recognize that hygiene and access to clean facilities are essential for the health of teachers and students."*

The SCQASO supported this finding by noting that sanitation is one of the indicators observed during quality assurance visits. According to the officer, schools with clean toilets, water, and hygiene facilities create a healthier and more dignified environment for both teachers and learners. This agrees with UNESCO (2024), which identifies sanitation and hygiene facilities as important determinants of a healthy and productive school environment.

The fourth statement sought to determine whether the school environment was generally safe for teachers and students. The findings indicated that 54 teachers (40.0%) strongly agreed and 49 teachers (36.3%) agreed, representing the highest level of positive responses among all the statements. Only 10 teachers (7.4%) were undecided, while 15 teachers (11.1%) disagreed and 7 teachers (5.2%) strongly disagreed. This suggests that most respondents perceived their schools as safe working and learning environments.

The high positive response indicates that many teachers felt that their schools have taken reasonable measures to protect both staff and learners. A safe school environment is important because teaching and learning can take place effectively where teachers and students feel physically secure, emotionally settled, and protected from danger. When teachers feel safe, they are more likely to concentrate on lesson preparation, classroom instruction, assessment, and learner support. Similarly, students are more likely to participate actively in learning when they feel protected within the school compound.

However, the 15 teachers (11.1%) who disagreed and 7 teachers (5.2%) who strongly disagreed suggest that safety concerns still existed in some schools. These concerns may have been related to poor fencing, inadequate security personnel, student indiscipline, insecurity around the school neighborhood, poor lighting, or weak emergency response systems. The 10 teachers (7.4%) who were undecided may suggest that while schools had some safety measures, these measures may not have been adequate or consistently implemented.

The findings show that the school environment was generally perceived as safe by most teachers, making safety one of the strongest aspects of the school working conditions. This suggests that many schools had made meaningful efforts to create secure environments where teachers could perform their duties and students could learn with confidence. The findings also show that safety was closely linked to teacher concentration, learner participation, classroom stability, and the general effectiveness of teaching and learning. However, the responses from teachers who disagreed, strongly disagreed, or remained undecided indicate that safety was not experienced equally across all schools. This means that while safety emerged as a strong positive finding, some schools still faced conditions that affected teachers' and students' sense of security within the school environment.

The fifth statement examined whether electricity was available and reliable for teaching-related tasks. The findings showed that 45 teachers (33.3%) strongly agreed and 47 teachers (34.8%) agreed, indicating that most respondents viewed electricity availability positively. However, 11 teachers (8.1%) were undecided, while 22 teachers (16.3%) disagreed and 10 teachers (7.4%) strongly disagreed, suggesting that some schools experienced challenges related to the reliability of power supply. One principal observed, *"Technology in education depends heavily on reliable electricity."* Another principal explained:

"Electricity has become increasingly important because many teaching and administrative functions now rely on digital devices. Unfortunately, occasional power interruptions still occur, especially in remote areas, and these affect both teaching and school operations."
(Principal 1, 11/5/2026)

The SCQASO reinforced this observation by noting that electricity supports lesson preparation, ICT integration, printing, communication, and general school administration. The officer further observed that where electricity is unreliable, teachers

may find it difficult to use technology effectively in teaching. This finding supports current evidence that reliable electricity enhances educational effectiveness and teachers' capacity to integrate technology into teaching (World Bank, 2023).

Overall, the findings indicate that teachers perceived the physical working environment as an important factor influencing their job satisfaction, particularly in relation to safety, classroom conditions, sanitation, staffroom adequacy, and the availability of electricity. The principals' narratives and the SCQASO's views reinforced these findings by showing that teachers associated supportive physical conditions with greater satisfaction at work. However, the undecided and negative responses suggest that some schools still face challenges related to classroom congestion, inadequate staffroom facilities, sanitation limitations, and unreliable electricity.

7. Conclusions and Recommendations

Based on the findings of this study and guided by the research objectives, it is reasonable to conclude that schools' working conditions positively influence teachers' job satisfaction in public senior schools in Tana Delta Sub-County. Specifically, supportive leadership, conducive physical working environments, manageable workloads, and the availability of adequate instructional resources enhance teachers' morale, commitment, and motivation to perform their professional responsibilities effectively. These favorable working conditions contribute to higher levels of teacher job satisfaction and improved school effectiveness.

The study also concludes that administrative support positively influences teachers' job satisfaction. Principals who provide clear direction, involve teachers in decision-making, communicate effectively, conduct supportive supervision, and respond promptly to teachers' professional concerns foster trust, commitment, and positive working relationships. Such supportive leadership practices enhance teacher morale and contribute significantly to job satisfaction.

The study further concludes that a conducive physical working environment positively influences teachers' job satisfaction. Safe and secure school environments, adequate classrooms, well-equipped staffrooms, functional sanitation facilities, and reliable electricity create favorable conditions that promote teachers' well-being, effectiveness, and professional satisfaction.

In addition, the study concludes that effective workload management positively influences teachers' job satisfaction. Fair allocation of teaching responsibilities, administrative duties, co-curricular activities, and record-keeping tasks reduces workplace stress, prevents burnout, and enables teachers to perform their duties more efficiently, thereby enhancing their overall job satisfaction.

The study recommends that school principals strengthen administrative support by maintaining clear communication, involving teachers in decision-making, conducting supportive supervision, and responding promptly to teachers' professional concerns through regular staff meetings, departmental consultations, and continuous professional

support. These leadership practices will enhance trust, commitment, and teachers' job satisfaction.

The study also recommends that school management, Boards of Management, and other education stakeholders improve the physical working environment by investing in adequate classrooms, staffrooms, sanitation facilities, school security, reliable electricity supply, and other essential infrastructure. Creating a conducive working environment will enhance teachers' well-being, improve instructional effectiveness, and increase job satisfaction.

Further, school administrators should establish fair and transparent mechanisms for workload allocation by ensuring that lesson schedules, administrative duties, co-curricular responsibilities, and documentation requirements are distributed equitably among teachers. This will minimize work-related stress, reduce burnout, and promote greater teacher motivation and productivity.

The study further recommends that the Ministry of Education, Boards of Management, and development partners increase investment in instructional resources, including textbooks, teaching aids, laboratory equipment, ICT infrastructure, and library materials, to facilitate effective teaching and improve teachers' professional satisfaction. The Teachers Service Commission should continue addressing teacher shortages through strategic recruitment and equitable deployment of teachers to ensure balanced workloads and enhance teachers' job satisfaction.

The study suggests further research on the influence of other workplace factors, such as teacher remuneration, opportunities for professional development, staff welfare programs, and school organizational culture, on teachers' job satisfaction in public senior schools in Kenya.

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Conflict of Interest Statement

As authors of this journal article entitled *Influence of Schools' Working Conditions on Teachers' Job Satisfaction in Public Senior Schools in Tana Delta Sub-County, Kenya*, we have no conflicts of interest to declare. We have all seen and agreed with the contents of the manuscript, and there is no financial interest to report. We certify that the submission is original work and is not under review by any other publication.

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