INFLUENCE OF HEADTEACHERS MANAGEMENT PRACTICES ON JOB SATISFACTION AMONG TEACHERS IN PUBLIC PRIMARY SCHOOLS IN NANDI COUNTY, KENYA

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A thesis submitted in fulfillment of the requirement for the Award degree of Doctor of Philosophy in Educational Administration.

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DECLARATION

This thesis is my original work and has never been presented for a degree in any other university.
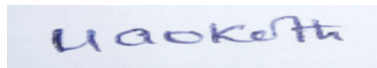
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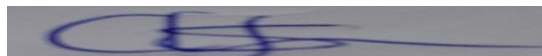
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DEDICATION

This   thesis is dedicated to my beloved wife Salome Arusei, our lovely daughters Abishag Jebet, Blessed Chepchirchir, our son Emmanuel Kipruto and my dear parents William Arusei ,Catherine Arusei, brothers and sisters.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM   Board of Management

KCPE   Kenya Certificate of Primary Education

KEMI   Kenya Educational Management Institute

MOE   Ministry of Education

NACOSTI   National Commission for Science Technology and Innovation

PTA   Parents Teachers Association

SCQASO   Sub-County Quality of Standards Officer

SPSS   Statistical Package for Social Science

TSC   Teachers   Service Commission

UNESCO   United Nation Education scientific and Cultural Organization

UNO   United Nations Organization

ABSTRACT

The objective of this research was to examine the impact of head teachers' management techniques on the level of work satisfaction experienced by teachers in public primary schools located in Nandi County, Kenya. The research was conducted with the aim of examining the impact of many factors, including: work allocation, recognition of teachers, career development opportunities, working conditions, and participatory decision-making facilitated by head teachers, on teachers' job satisfaction in public primary schools. The research was conducted based on the theoretical framework of the two-factor theory developed by Fredrick Herzberg in 1968, as well as the job characteristics model proposed by Hackman and Oldham in 1980. The research used a descriptive survey approach, including a target population of 691 primary schools. This group consisted of 32 Curriculum support officers, 691 head teachers, and 5470 instructors at public primary schools located in Nandi County. The study used a multi-stage simple random sampling technique to pick zones, followed by a simple random sampling method to choose 117 schools and 548 instructors. The method used for selecting instructors at the school was stratified simple random selection, resulting in a sample size of 5 Curriculum Support Officers. The data gathering procedure used questionnaires for head teachers and instructors, as well as an interview guide for the Chief School Officer (CSO). A pilot study was conducted to assess the validity. The reliability was assessed using Pearson's moment coefficient technique. The frequencies, percentages, and means were analyzed using inferential statistics, namely the Chi-square test and ANOVA. Based on the data obtained from testing the null hypothesis, the Chi-square test revealed a statistically significant relationship between head teachers' task allocation and job satisfaction ($\chi2 = 20.596$, df = 8, p = 0.008 at a significance level of 0.05). Consequently, the null hypothesis (Ho1) was rejected, indicating that there is really a relationship between these two variables. The results of the Chi-square test (df=8, Pearson Chi-square ($\chi2$) =4.566a, p=0.803 at a significance level of 0.05) supported the acceptance of the null hypothesis (Ho2), suggesting that there is no significant association between teachers' recognition and work satisfaction. The hypothesis Ho3 was found to be invalid. A significant link between career progress and work satisfaction was shown by the use of a one-way ANOVA test (F (4, 91) = 5,958.10, p = .000), (F (4, 91) = 4.211, p = .004). The hypothesis H04 was rejected since the results indicated a significant link between working conditions and job satisfaction, as shown by a one-way analysis of variance (ANOVA) test (F (4, 91) = 6.033, p = .000), (F (4, 91) = 4.096, p = .004). Hypothesis 5 (Ho5) was rejected, indicating a significant association between participatory decision making and work satisfaction, as shown by the results of a one-way ANOVA analysis (F (4, 91) = 5.642, p = .000), (F (4, 91) = 4.198, p = .004), and (F (4, 91) = 3.848, p = .006). The proposals propose that the government, namely the Ministry of Education, should prioritize the involvement of teachers in decision-making processes within schools regarding educational problems. This is to guarantee that the engagement of all instructors is of utmost importance, ultimately leading to work satisfaction among teachers. The Ministry of Education, in collaboration with Education Practitioners, should prioritize the exploration and promotion of theories that impact teachers and head teachers, as well as their work environment, with the aim of creating a conducive and supportive atmosphere for their professional endeavors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The significance of education in national development is universally acknowledged by all nations around the globe. Education enables individuals to develop self-awareness, comprehend their inherent capabilities, ascertain their true identity, and exercise control over a diverse range of aspects. It is imperative that every individual, regardless of their color, nationality, religion, or background, be afforded access to a high-quality education. Individuals with disabilities, also referred to as People with Disabilities (PWDs), possess an inherent entitlement to an education that is suitable for their needs, since it is imperative to provide equitable access to information and educational opportunities, which is a fundamental right for all individuals, regardless of their disability status. Mohd Ali Masyhum, et al. (2021).

In order to be recognized as a developed nation, any country must consistently enhance its human capital. If a significant proportion of the population has a considerable level of educational attainment, it may be inferred that the country has achieved a notable degree of technical advancement. During the formative years of their education, educators have a substantial influence on the cognitive development of children.

Consequently, the primary objective of education is to impart knowledge and skills to students in order to facilitate ongoing social advancement. In order for effective teachers to persist in their classroom roles and sustain a notable

degree of job satisfaction, it is important. The measurement of teachers' work satisfaction may serve as an indicator of their level of dedication, likelihood of remaining in their positions, and overall impact on the success of the school (Toropova, Myrberg, & Johansson, 2020).

The aforementioned outcomes can only be achieved if educators have job satisfaction, possess extensive knowledge, get enough compensation, enjoy good health, experience heightened pride, and are exposed to new opportunities. These advantages are all associated with education. According to the World Development Report (2018), societies are positively impacted by several factors such as the promotion of social cohesion, the strengthening of institutions, the reduction of poverty, and the facilitation of long-term economic growth. The concept of work satisfaction refers to the level of contentment that a person experiences in relation to their occupation (Naz, 2017),employment satisfaction is often understood as the cognitive and emotive evaluation and experience of one's employment, characterized by a positive or negative assessment. According to Haider and Azmi (2018), work satisfaction is often assessed based on the degree of alignment between job needs and other jobs. The job satisfaction of teachers in their profession plays a crucial role in the development and education of students. Teachers have a pivotal role in the execution of the curriculum, contributing significantly to the overall development of learners.

According to Tien (2018), a significant number of educators express dissatisfaction with their relationships with colleagues, the amount of time

allowed for planning and teaching, working conditions, and the overall school atmosphere. Additionally, Bleik (2013) argues that instructors who report high levels of job satisfaction tend to exhibit higher performance in fulfilling their professional responsibilities. The participants exhibited a higher level of dedication towards their educational institutions and had a decreased frequency of absences.

The professors have a pivotal role in determining the success of any organization. Teachers are often considered to be the primary and crucial factor in the realm of education. Hence, the significance of educators in the realm of education is undeniable (Abdulahi, 2020). The efficacy of an individual is often indicative of their level of expertise, competencies, and personal attributes. The recognition and appreciation of personnel is crucial for a company to successfully attain its overarching human objectives. The job satisfaction of teachers is influenced by several factors, including salary, workload, working conditions, and career advancement (Adil & Nizam, 2014). A significant number of teachers express dissatisfaction with aspects such as poor relationships with colleagues, inadequate time for planning and teaching, unfavorable working conditions, and the overall school environment (Tien, 2018).

The degree of work satisfaction among instructors is a crucial factor in determining the performance of a school. Therefore, school administrators have the dual task of not only devising strategies to recruit and retain teachers, but also to optimize their efficiency and effectiveness (Sahito and Vaisanen,

2020). According to Marmol (2019), it is important for school administrators to exert effort in cultivating the dedication and loyalty of instructors towards the educational institution. This helps instructors in aligning their surroundings with the school environment. Job satisfaction, as defined by Polatcan and Cansoy (2019), pertains to the concepts and emotions individuals associate with their work. The level of job satisfaction has been shown to be a strong indicator of the likelihood of teacher turnover.

On the contrary, when individuals experience dissatisfaction, it has a detrimental effect on the process of teaching and learning (Getahun, Tefera, & Burchew, 2016). The importance of enhancing teachers' levels of job satisfaction cannot be overstated, particularly in light of occupational stress and an excessive workload. The lack of efforts to improve teachers' work satisfaction leads to several negative outcomes, such as decreased commitment, increased absenteeism, high turnover rates among instructors, and less incentive to better students' academic achievement (Nizam & Adil, 2014). There was a necessity to conduct a study on the determinants of job satisfaction in Nandi County. This research is important not only for providing a sense of job satisfaction but also for achieving higher rates of employee retention in educational institutions (Laksmi & Kumar, 2011).

 Evidence from educators in more advanced countries such as Australia, the United Kingdom, and the United States of America indicates that satisfied teachers contribute to enhanced classroom learning outcomes (Plunkett & Dyson, 2011). The availability and retention of trained educators in rural

Australia are influenced by factors such as remuneration and working circumstances. According to Cohen and Aya (2010), the understanding of occupational participation and commitment is significantly influenced by work satisfaction. Work satisfaction refers to the overall perspective and attitude towards one's current employment. According to Bessel, Dicks, and Kepner (2013), it is important to provide individuals with a conducive atmosphere that facilitates their performance and attainment of desired outcomes. The instructor's physical, psychological, economical, and social well-being is essential since they play a crucial role in this accomplishment. The educational setting in which an educator operates significantly influences their self-esteem and overall job satisfaction. Educators have a sense of gratification while operating within a professional setting characterized by collegial relationships (Urick, 2016).

According to Goddard, Kim, and Miller (2015), there is a consensus that teachers get professional satisfaction from engaging in collaborative efforts with their colleagues, contributing to the community, and seeing the growth and development of the children they work with. An optimal educational setting encompasses favorable working conditions. According to the study conducted by Wambasi (2013), there was a notable discrepancy between instructors' self-perceived work satisfaction and the actual level of job satisfaction they experienced. Additionally, the sources of job satisfaction were shown to vary greatly across instructors. In the Canadian context, Nyagaya (2015) expanded their research to include both success and a feeling of accomplishment in connection to teachers' satisfaction. This study also

reaffirmed the importance of acknowledgment, progress, and responsibility as significant factors.

The issue of work satisfaction among teachers in several developing nations has not received enough attention. According to Sahito and Vaisanen (2020), these factors have resulted in a significant exodus of teachers from the profession, a notable increase in teacher absenteeism, a surge in student indiscipline, and a general decline in teacher performance. In the context of Malawi, it was observed that teachers expressed a significant level of dissatisfaction over their compensation and the unfavorable working circumstances they encountered (Kadzamira, 2015).

In Nigeria, there was a situation when teachers expressed their desire for improved remuneration, but, the Ministry of Education was unable to fulfill this request due to insufficient resources (Nwachukwu, 2016). In recent times, the Kenyan government has implemented a regulation mandating that teachers be stationed at the same location for a minimum of five years before being eligible to request a transfer. A research needed to be conducted in Kenya. Based on the evaluation conducted by Wolf et al. (2015), instructors often encounter challenges such as increasing workloads, inadequate and sporadic compensation, a lack of acknowledgment, limited prospects for professional development, insufficient resources, a lack of responsibility, and limited influence.

Educators in Togo, namely those employed in elementary and secondary educational institutions, are more susceptible to encountering these challenges.

Strikes are sometimes used by teachers as a conventional method to express their discontent and advocate for improved working conditions. In addition to salary considerations, teaching in elementary schools presents other challenges, including issues such as classroom congestion resulting from insufficient infrastructure, limited availability of educational tools such as reading materials and exercise equipment, and a demanding schedule throughout the week.

Nyagaya (2015) asserts that Africa's employment policies, including those related to education, have consistently taken into account the need of addressing the requirements of both educators and workers. Akech and Simatwa (2010) assert that teachers in Kenya face numerous obstacles that necessitate their resilience and resourcefulness. These challenges encompass a surge in student enrollment, inadequate financial support from the government, limited availability of physical infrastructure, scarcity of teaching and learning resources, substandard teaching practices, overcrowded classrooms, poorly constructed educational facilities, excessive workloads due to staffing deficiencies, confrontational parental involvement, and student indiscipline. There was a need to conduct a research on job satisfaction in the region of Nandi.

In several African countries, educators may encounter challenges pertaining to financial and intellectual support, including irregular disbursements or enduring prolonged delays in getting their remuneration. Consequently, a significant number of educators are compelled to undertake supplementary

employment, maybe even several positions, in order to satisfy their financial obligations, so diminishing their overall work satisfaction.

The primary factor for participants in the teacher poll to express their intention to leave the profession prior to retirement was the perceived burden of their task. The participants expressed that their overwhelming workloads had a negative impact on their family time, physical and emotional well-being, and their capacity to focus on the task of teaching and learning, which is their main objective. The increase in teacher turnover rates in Sweden over the last four decades may be attributed to the significant effort involved in managing teachers' responsibilities, with a notable acceleration seen throughout the 1980s and 1990s (Lindqvist & Nordänger, 2016). According to Sichambo, Maragia, and Simiyu (2012), secondary school teachers are faced with several additional obligations in addition to their primary role of classroom teaching, which may sometimes lead to a moderate level of burnout. According to Demirdag (2015), an excessive workload has a negative impact on teachers' job satisfaction and their ability to effectively manage the classroom.

According to the findings of Goksoy and Akdag (2014), it was determined that the workload experienced by teachers in Finland was notably substantial. According to their assertions, it is customary for instructors to undertake responsibilities that fall beyond the purview of their official work description. In a study conducted by Wanjiku (2018) in Nanyuki Municipality, it was discovered that a majority of instructors, namely over 70 percent, expressed satisfaction with their teaching workloads. A mere 30 percent of individuals

expressed dissatisfaction with their perceived workload. Numerous educational institutions used individualized staffing structures, whereby they engaged a substantial number of instructors. According to Sass, Seal, and Martin (2010), there exists a correlation between elevated workloads among educators and heightened levels of stress, burnout, and attrition.

Prior research examining the perception of teachers' labor among the general public has shown a consistent tendency to underestimate the number of working hours instructors dedicate each week, with a discrepancy of over ten hours (The Varkey Foundation, 2018). The presence of a heavy workload has been shown to have a negative impact on teachers' job satisfaction and their ability to effectively manage the classroom. In England, teachers get a lower salary in comparison to similarly educated individuals in the broader job market. However, this departure from the established national standard is analogous to the patterns found among educators in several other countries. It might be argued that England has a characteristic pattern wherein teachers get comparatively lower remuneration in comparison to other professions that need a commensurate degree of educational attainment.

In response to increasing concerns expressed by the Department for Education (2015), the Government has introduced a novel framework aimed at mitigating the arbitrary implementation of curriculum modifications. Additionally, the ombudsman has issued guidance clarifying that it is not expected for teachers to engage in specific and burdensome tasks solely to satisfy inspectors, as stated by Ofsted (2015). Additionally, three policy evaluations were initiated

by professionals in the field, focusing on data management, marking methods, and lesson preparation. In March 2016, a study was published that included recommendations for school administrators on using effective strategies to minimize excessive workload.

Although there may be variations in the allocation of responsibilities among instructors in different jurisdictions, the amount of time dedicated to actual instruction is often similar to the average. Brazil, the United States of America, Alberta in Canada, Mexico, and Chile deviate from this norm, with average durations exceeding 27 hours. Shanghai, a nation that frequently demonstrates strong performance in international assessments, exhibits the lowest quantity of instructional hours, despite its total workload being comparable to that of other countries. The educators devote a significant amount of time towards activities such as curriculum design, assessment grading, collaborative efforts, administrative tasks, and providing guidance to students. The allocation of 20.4 hours for instruction in England aligns precisely with the average duration observed across all areas, suggesting that external factors may be exerting an influence on this timeframe.

One factor contributing to the heavy workloads of teachers in England is the lack of emphasis on student counseling, an area where instructors in England allocate less time compared to their counterparts in other jurisdictions. Teachers have a higher propensity compared to persons in alternative occupations to engage in extended work hours for individuals situated in the lower right quadrant. This group comprises educators from the Netherlands,

Sweden, and Norway who, on average, work less hours compared to educators in other regions. In addition to Sweden, England exhibited a notable number of relative hours, while its relative compensation remained approximately average, amounting to 82 percent of other workers' earnings. The ratio of teacher hours to other hours in England surpassed the average of other nations by 17 percent, suggesting that teachers in England during 2013 were comparably underpaid relative to their counterparts in several other countries, but they experienced a more pronounced burden of workload.

 The responsibility placed upon administrators and teachers is substantial and seems to have increased in magnitude in recent times. The turnover rate of principals is significantly elevated, mostly attributed to insufficient financial resources and a decline in trust and assurance. Sweden's education sector is also confronted with comparable challenges. Several studies (Lindqvist et al., 2014) have highlighted the issue of teacher attrition during the first years, which has raised concerns. Consequently, there was a need to do research in Kenya.

According to Wambasi (2015), educators expressed dissatisfaction with the various advantages offered to them, including fringe benefits, pension plans, medical coverage, and transportation allowances. According to the findings of Waweru (2016), the enhancement of job satisfaction among teachers in public primary schools is contingent upon the extent to which head teachers prioritize employee recognition. Despite being underutilized as a motivating approach,

the head teachers used cash incentives in order to enhance teachers' job satisfaction.

Public primary school head teachers are actively taking use of opportunities for professional development in order to promote the job satisfaction of teachers. According to Lwanga, Mc Sekakubo, and Ndiwalana (2014), there exists a favorable correlation between employee recognition and work satisfaction. The results indicate that workers are more likely to demonstrate increased commitment to the organization's success when they get appropriate recognition, such as equitable opportunities for career growth and fair remuneration differentials. According to Mwei's (2013) study, a minimal number of educational institutions reported that their instructors evaluated their level of satisfaction with the management practices of the school as either high or moderate.

The potential reason of the teacher shortage in England might be attributed to the insufficient incentives provided to teachers for their engagement in professional development activities (Hood, 2016). According to Hanushek and Rivkin (2006), the quality of education is contingent upon the quality of instructors. In order to cultivate and maintain a superior level of instruction, a multitude of professional development (PD) initiatives have been implemented for educators. The Ministry of Education of the People's Republic of China often offers professional development programs (Ping et al., 2020). The current professional development (PD) programs, as acknowledged by various educational experts (Yan 2015; Yuhua and Jiacheng 2013; Zhang and Wong

2018), lack alignment with teachers' practical challenges, learning preferences, and specific concerns. Consequently, teachers may exhibit reduced motivation to participate in such programs. There is a need to design new professional development programs that may effectively promote instructors' learning and job satisfaction.

Nyagaya (2015) argues that the market transition and the liberalization of labor markets in China have facilitated the emergence of alternative career options for current and potential teachers. This development is particularly significant in light of the pressing issue of teacher retention in the country.

Wambasi (2015) posits that the prospects of career advancement among teachers have a comparable negative impact on their levels of work satisfaction. In addition to the constituent elements of the operational domain, the operational context includes the organizational culture and the worker-organization interaction (Ashraf, 2019). Raziq and Maulabakhsh (2015) assert that academic institutions in Indonesia are confronted with a range of challenges stemming from the evolving working conditions inside the nation.

According to Mbiti (2016), it can be inferred from the aforementioned studies that enhancing working conditions is imperative for enhancing the quality of education in Indonesia. This is because faculty members are more inclined to work in an improved environment, which in turn facilitates effective teaching and learning, leading to better academic outcomes for students. The working circumstances in Indonesia have a considerable influence on the quality of education. The struggle for independence in Indonesia has persisted for many

decades due to the characteristics of their educational system (Juwitasari, 2019). Income is identified as a significant factor influencing teacher retention. The working conditions at a certain institution have a vital role in influencing professor retention in Indonesia, alongside the aspect of compensation. According to organizational theory pertaining to working conditions and faculty retention, it is posited that professors tend to resign from their positions mostly due to the unfavorable circumstances prevalent in their respective workplaces, as opposed to the perceived talents of the students they instruct.

Barken et al. (2018) have shown that a majority of individuals exhibit a preference for employment within organizations that provide a superior work environment. Conversely, Fomunyam (2018) has identified that unfavorable working circumstance, particularly those associated with the physical and mental well-being of workers, serve as significant catalysts. In regions where various forms of assistance are limited in availability, employees are more prone to resign from their positions. According to the findings of Moreira-Fontán, Garca-Seorán, Conde-Rodrguez, González (2019) and Krynski (2019), it has been observed that teachers in Indonesia opt to resign from their positions due to a range of factors. These factors encompass inadequate remuneration packages, large class sizes, substandard administrative infrastructure, considerable commuting distances to schools, and insufficient provision of facilities by educational institutions.

According to Nyagaya (2015), there is a concerning trend of high teacher attrition rates in Britain, with a large number of educators expressing their intention to leave the profession over the next five years. Furthermore, there has been a noticeable decline in teacher recruitment. Based on reports, educators resign from their positions due to dissatisfaction with their salaries and working conditions. According to a study conducted by Wambasi (2015), it was discovered that teachers may express dissatisfaction with the working conditions offered by head teachers. These conditions include factors such as sufficient classroom ventilation, the overall school environment, and the availability of teaching and learning resources. Such dissatisfaction can significantly affect teachers' morale and ultimately lead to job dissatisfaction.

A considerable number of educators within the Kinango District display various indications of discontentment with their profession. The aforementioned factors included stress signs, job absenteeism, alcohol use, and truancy (DEO, 2011).

The phenomenon of high teacher turnover is influenced by the frequent departure of head teachers, resulting in the replacement of less effective individuals. This process of recruiting replacements also contributes to a broader disruption in the educational system (Ronfeldt et al., 2013; Atteberry et al., 2016). The presence of acute staffing challenges in schools may be attributed to elevated rates of teacher turnover (Mocetti 2012; Fredriksson et al 2013; Schanzenbach 2006). Understanding the factors that impact teacher job satisfaction and turnover is of paramount importance.

The study conducted by Muchami (2012) found a significant positive association between the extent of teachers' involvement in decision-making processes and their level of job satisfaction. Additionally, the study revealed that instructors who had greater influence over educational policies reported higher levels of work satisfaction. The job satisfaction of teachers in Jamaica is determined by the working environment in schools, particularly by the level of support and recognition they get from the community and parents. Appelbaum, Louis, Makarenko, and Saluja (2013) suggest that the level of participation shown by employees has significant implications for work practices, recognition, and incentives, all of which are closely associated with job satisfaction and organizational commitment. The presence of extensive engagement in planning processes, the generation of alternative solutions, the formulation of policies, and the evaluation of outcomes is strongly associated with heightened levels of job satisfaction within the workplace. Kukenberger, Mathieu, and Ruddy (2015) conducted a study.

According to Appelbaum et al. (2013), a significant body of research indicates a correlation between commitment and engagement in the process of decision-making. According to Giri and Kumar (2013), workers often see participation in decision-making as a means to experience a sense of recognition for their contributions. In the context of managing work groups and people within a work group-oriented environment, the involvement of employees in decision-making processes is highly valued. The behavioral results of employees are modified as a result of their engagement in the organization's challenges and policies, which fosters a feeling of belonging among them.

The use of participatory management approaches has been shown to have a positive impact on work satisfaction, as well as the empowerment of employees to properly carry out their job responsibilities. Managers should provide clarity on the role and methods for employee engagement, while also ensuring that worker' expectations are equitable and rational. The significance of participatory decision-making on employee job satisfaction is of utmost importance within an organizational setting. The findings indicate that there is a significant positive association between transformational leadership and employee empowerment with employee happiness. However, the connection between job autonomy and work satisfaction is somewhat positive.

According to Pacheco and Webber (2014), decision-making is a crucial undertaking inside firms, irrespective of the extent of worker participation in decision-making processes. This decision may be influenced by the organization's strategic objectives or the routine responsibilities of its employees. These decisions may need to be made subsequent to acquiring knowledge, engaging in information sharing, or even spontaneously, without deliberate consideration.

The act of participating is believed to have an impact on the practices, recognition, and incentives associated with painting. Furthermore, it has a positive association with both work satisfaction and company devotion. Saha and Kumar (2007) suggest that a high degree of employee participation in the planning process, including activities such as generating alternatives, formulating policies, and evaluating outcomes, is associated with the highest

level of satisfaction. Furthermore, it can be argued that teachers are less likely to resign or consider resigning from their positions if they receive a substantial salary, comparable to that of other occupations. Additionally, job security plays a crucial role in retaining teachers, as does the provision of well-equipped schools and a conducive working environment with manageable workloads. Moreover, when teachers are acknowledged for their exemplary performance and provided with opportunities for professional growth, such as training and development programs and chances for promotion, their motivation to remain in their roles is significantly enhanced (Aslami, 2013).

Reeta and Pathak (2012) establish a reliable correlation between work satisfaction and employee involvement, demonstrating that an increase in participation is associated with a corresponding increase in satisfaction, and conversely, a decrease in participation is associated with a decrease in satisfaction. According to Khezerloo et al. (2016), one approach to enhance employee work satisfaction is through using participatory decision-making strategies. The findings indicate a statistically significant and positive correlation between individuals' level of engagement and their work satisfaction within the context of their employment. The findings of Saha and Kumar (2017) indicate a positive correlation between decision-making engagement and work satisfaction. The involvement of employees in decision-making processes inside an organization has a good impact on their motivation and commitment to contribute their utmost efforts towards the advancement and progress of the business.

There is a correlation between decreased student success and schools characterized by a high rate of teacher turnover, as shown by studies conducted by Ronfeldt et al. (2013) and Atteberry et al. (2016). The presence of significant turnover in schools with impoverished enrolment has been shown to have an impact on equality (Allen et al., 2012). A multitude of studies have shown a correlation between the challenges associated with instructing pupils from underprivileged backgrounds and the higher rates of teacher attrition seen within these educational institutions. According to a recent literature review conducted by Simon and Johnson (2015), the working conditions inside schools may have a more substantial role in contributing to the high turnover rate. Retaining instructors has been a challenging phenomenon seen in several educational institutions globally, including those situated in South Africa (Naseem & Salman, 2015).

Calitz, Roux, and Strydom (2014) have determined that discontentment serves as a noteworthy obstacle in retaining instructors and other personnel inside their respective roles. The potential responsibilities of teachers as agents for promoting sustainability and social change in both educational settings and broader society seem to be at risk in the given situation. In a study conducted by Naseem and Salman (2015), a sample of 110 teachers in Abbottabad, Pakistan was examined to identify the factors associated with job satisfaction. The study found that various factors, including gender, education level, marital status, interpersonal relationships with superiors, principals, and coworkers, as well as perceived job security, were significantly correlated with participants' levels of job satisfaction or dissatisfaction.

According to the study conducted by Gkolia, Belias, and Koustelios (2014), it has been observed that teachers who experience job satisfaction often exhibit a strong degree of professional competence and hold a belief in their ability to effectively handle, coordinate, and fulfill their responsibilities. The study conducted by Adebayo and Gombakomba (2013) aimed to examine the many variables that impact teacher job satisfaction in Zimbabwe. The research used a sample of 161 primary school teachers for data collection and analysis. According to the findings of the research conducted by Adebayo and Gombakomba (2013: 316), it was determined that non-financial incentives were seldom provided to teachers, and their wages were deemed inadequate. The research provides convincing evidence that when teacher job security, infrastructure, and instructional resources are sufficient within an educational setting, the likelihood of maintaining a stable teaching workforce is significantly increased.

The attrition rate among teachers in the United States is a cause for concern. The schools that see the greatest impact are those with a large proportion of minority students, high levels of poverty, and located in suburban areas. These educational institutions lack the necessary resources and facilities. A significant proportion of novice educators are departing their positions in substantial quantities. According to Ingersoll and Merrill (2012), a significant portion of individuals in this group exhibit a limited tenure of employment, often not exceeding five years. According to Kavenuke (2013), it was also determined that a significant number of instructors resign from their positions due to inadequate resources inside the educational institutions.

Based on the findings of Alliance or Excellent Education (2014), it can be seen that, on average, around 40-50 percent of novice educators in the United States choose to discontinue their teaching careers during the first five years. This disparity may be attributed to insufficient resources, particularly in schools located in rural areas with significant minority and poverty rates.

Several studies conducted in the South African setting have revealed a range of issue areas that might lead to teachers' dissatisfaction with their employment (van der Westhuizen, 2004; Adu & Okeke, 2016; Afshar & Doosti, 2016). One of the prominent issues on a worldwide scale is to the increasing rates of teacher turnover and the resulting shortage of qualified instructors (European Commission, 2018; Ingersoll, 2017). The notions of teacher migration and attrition are closely interconnected, while migration pertains to the phenomenon of instructors transitioning to other educational institutions. Nevertheless, the problem of teacher turnover may persist despite the recruitment of additional educators if a substantial number of newly hired teachers continue to leave their teaching positions as a result of discontentment with their professional status and working environment (Ingersoll, 2017; Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

According to Muinde (2013), one indication of declining circumstances inside an organization is the presence of poor work satisfaction, which may lead to many negative outcomes such as strikes, slowdowns, absenteeism, and a high turnover rate among employees. Nevertheless, the departure of a teacher, regardless of the kind of turnover, always results in adverse consequences for

a particular educational institution. Ronfeldt, Loeb, and Wyckoff (2013) propose that turnover has a disruptive impact, especially in schools with poorer performance, which goes beyond mere changes in the mix of teacher quality. The turnover of teachers has adverse effects on faculty trust and collegiality, as well as unfavorable consequences for student learning and motivation. Additionally, this phenomenon leads to the depletion of institutional knowledge, a critical factor in facilitating student learning.

In the context of Tanzania, Ngimbudzi (2009) discovered that a significant number of teachers expressed their intention to transition from the teaching profession to pursue more financially rewarding employment opportunities. According to Mwendwa (2013), a significant number of highly skilled educators in Kenya have opted to leave the teaching profession in favor of pursuing occupations that they perceive to provide more financial rewards and societal prestige. The attainment of independence throughout the 1960s resulted in the emergence of fresh employment prospects and a substantial increase in public sector job possibilities. The teaching profession in Kenya and other regions of Africa has seen a transformation due to the increased availability of teaching employment.

According to Wachira's (2013) study conducted in Murang'a East District, a significant proportion of teachers (82%) expressed their intention to leave the teaching profession if they were presented with a possibility to work in other government agencies. The cause of this phenomenon was ascribed to inadequate remuneration and discontentment within the teaching vocation.

According to a report by the Subukia Sub-County Education Office in 2015, teachers in Subukia Sub-County exhibit a lower level of job satisfaction compared to their counterparts in neighboring sub-counties. This is evidenced by sporadic absences from class, a lack of discipline, and a higher rate of attrition among teachers. These indicators can be interpreted as manifestations of a lack of fulfillment in their professional roles, as highlighted by Julius in 2013.

According to the analysis conducted by Ihaji Jacob (2014), a significant majority of the teachers included in the study expressed a diminished level of job satisfaction. This study focused on examining the attitudes of teachers towards their roles as educators and their corresponding levels of job satisfaction within the districts of Nandi, Uasin-Gishu, and Trans-Nzioa. The aforementioned indicators are characteristic of a profession that lacks fulfillment (Julius, 2013). According to the analysis conducted by Ihaji Jacob (2014), a significant majority of teachers in the districts of Nandi, Uasin-Gishu, and Trans-Nzioa expressed a low level of overall job satisfaction when surveyed about their attitudes towards their roles as educators and their corresponding job satisfaction.

The problem at hand is the lack of a clear and concise statement that outlines the issue being addressed.

1.2 Statement of the problem

The role of head teachers' management practices is of utmost importance in ensuring job satisfaction among teachers. While the significance of teachers' contributions is widely recognized, there is a growing concern regarding the global shortage of qualified teachers, which is primarily attributed to increasing rates of teacher turnover (European Commission, 2018; Ingersoll, 2017). However, past research conducted at global, regional, and local levels has shown that there is a significant relationship between work satisfaction among instructors and the occurrence of job satisfaction and turnover. Despite the aforementioned concerning pattern, a comprehensive investigation of the determinants of job satisfaction among teachers in Nandi County has not been conducted. This investigation was conducted against the backdrop of the aforementioned situation. Ronfeldt, Loeb, and Wyckoff (2013) propose that turnover has a disruptive impact, especially at educational institutions characterized by instructors who are burdened with excessive workloads, lack recognition for their efforts, and face unfavorable working conditions.

The government, Board of Management, and parents have proposed many measures to acknowledge and incentivize teachers for their contributions. These initiatives include hiring more teachers to alleviate burden, providing recognition for their achievements, facilitating career progression, enhancing working conditions, and including them in decision-making processes related to capacity development. Despite the collective efforts of the government, board of management, and parents to address teacher retention, a significant level of work discontent persists among teachers in Nandi County. The

researcher was motivated to perform a study in order to investigate the influence of head teacher's management practices on teachers' job satisfaction in public schools.

1.3 Purpose of the Study

The objective of this research was to examine the influence of head teachers' management practices on job satisfaction among teachers in public primary schools in Nandi County, Kenya.

1.4 Objective of the Study

This study was guided by the following objectives.

i.   To determine the extent to which Work Allocation by head teachers influences teachers in job satisfaction.

ii. To establish whether recognition of teachers by head teachers influence job satisfactions.

iii. To determine the extent to which head teachers encourage Career advancement influence teachers' job satisfaction.

iv. To establish the extent to which working conditions provided by head teachers influence teachers job satisfaction.

v.   To determine the extent to which participatory decision making by head teachers influence teachers job satisfaction.

1.5 Research Hypotheses

The study was guided   by the following research hypotheses:

Ho1: There is no significant relationship between headteachers' work allocation to teachers and teachers' job satisfaction.

Ho2: There is no significant relationship between headteachers' recognition of teachers and teachers' job satisfaction.

Ho3: There is no significant relationship between head teachers' encourage in career advancement of teachers and teachers' job satisfaction.

Ho4: There is no significant relationship between headteachers' provision of working conditions and teachers' job satisfaction.

Ho5: There is no significant relationship between headteachers involvement teachers in decision making and teachers' job satisfaction.

1.6 Significance of the study

The objective of this research was to examine the influence of head teachers' managerial strategies on the level of work satisfaction experienced by teachers in public primary schools located in Nandi County. This study has the potential to assist head teachers in enhancing teachers' work happiness, as well as providing future researchers with opportunities to address existing knowledge gaps within the area of education. This research has the potential to provide valuable insights for Boards of School Management on the identification of characteristics within the work environment that need improvement, as well as the identification of barriers that must be addressed in order to enhance teachers' job satisfaction. The findings of this research might potentially serve as a valuable resource for Teachers' Unions in their efforts to negotiate improved working conditions for educators. The research may also provide significant insights for the Ministry of Education about the kind of policies that may be implemented to promote teachers' work satisfaction. Furthermore, the results of this research may assist Quality Assurance and

Standards Officers in gaining a deeper understanding of the barriers that hinder the attainment of predetermined objectives. This comprehension might assist individuals in implementing remedial actions. The results of this study may be used by educational policymakers to effectively address the issue of teacher job satisfaction.

1.7 Limitation of the Study

Certain participants may have provided socially desirable comments in order to avoid causing offense and please the researcher.Certain head teachers may choose to suppress information due to their apprehension about revealing any shortcomings inside their educational institutions. The researcher provided explicit assurance to the participants that the information they provided would be exclusively used for the purposes of this study and would be handled with utmost secrecy.

1.8 Delimitation of the Study

The study focused on examining the impact of head teachers' managerial strategies on teachers' levels of job satisfaction. Specifically, the researcher investigated the variables of work allocation, recognition, working conditions, career development, and participatory decision making. It is important to note that there may be more factors that might potentially influence teachers' job satisfaction. Additionally, it is worth noting that the study was conducted only in Nandi County, therefore excluding the other 46 counties in Kenya. This particular limitation has the potential to impact the generalizability and validity of the obtained findings. Furthermore, the study was only conducted

in public primary schools, hence excluding private institutions within Nandi County. This factor has the potential to impact the level of work satisfaction experienced by instructors.

1.9Basic Assumptions

It was assumed that the participants provided truthful and comprehensive responses to the questionnaire items. The researchers had the expectation that the participants would possess sufficient time, demonstrate willingness, and possess the capability to thoroughly peruse and react to the questionnaires. Moreover, it was postulated that the participants' responses accurately reflected their genuine perspectives on work satisfaction or dissatisfaction. Furthermore, it was postulated that the use of a survey questionnaire may serve as a means to assess an individual's degree of job satisfaction.

1.10 Definition of Significant Terms in research

The term "head teacher" denotes the principal administrator in elementary schools who leads the implementation of educational initiatives with the aim of attaining predetermined objectives within the school setting**.**

The term "influence" pertains to the capacity to exert power on an individual, object, or sequence of occurrences, particularly in instances when such power is used subtly or indirectly**.**

Job satisfaction is defined as a subjective and pleasant emotional state that arises from an individual's evaluation of their job or work experience. It is

sometimes referred to as the degree to which instructors have a positive perception of their job.

Participatory decision-making pertains to the degree to which employers permit or promote workers' involvement in sharing ideas, expressing emotions, or engaging in organizational activities.

Professional development encompasses a range of educational and learning endeavors, both inside and outside the confines of a formal educational institution, with the aim of augmenting the satisfaction and efficacy of teachers' responsibilities, while also facilitating their career progression.

Promotion pertains to the teachers' impression of the opportunities available to them for advancing to a higher position within the same organization, namely the Teaching Service Commission (TSC), or for making advancement in their teaching career.

Recognition is defined as the act of acknowledging and valuing an employee's accomplishments, which serves to inspire and encourage people to sustain high levels of performance.

Work allocation pertains to the equitable distribution of jobs and the delineation of work load obligations.

Working conditions encompass the provision of essential resources and materials, such as school infrastructure, adequate space, appropriate ventilation, furniture, recreational facilities, instructional and learning

materials, a secure environment devoid of health risks, and a suitable workspace for teachers to plan and execute their duties**.**

.1.11 Organization of the Study

The study was organized into five chapters. Chapter one covers: background of the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitation of the study, delimitation of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two covers reviews of related literature under subheading: Introduction, Concept of job satisfaction among teachers, Influence of head teachers work allocation and job satisfaction, Influence of head teachers recognition and job satisfaction, Influence of head teachers Career Advancement on job satisfaction, Influence of work environment and job satisfaction, Influence of head teachers Working conditions and job satisfaction, Influence of participatory Decision making and job satisfaction, Summary of the literature review, theoretical framework and conceptual framework. Chapter three, covers research methodology under introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis. Chapter four covers data analysis interpretation and discussion. Chapter five covers summary of the study conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The subsequent sections of this chapter provide an overview and analysis of the relevant literature. Introduction: This study aims to explore various factors that influence job satisfaction among teachers. Specifically, we will examine the influence of head teachers' work allocation, recognition, career advancement opportunities, working conditions, and participation in decision-making on teachers' job satisfaction. By investigating these factors, we hope to gain a deeper understanding of the complex relationship between these variables and job satisfaction among teachers. This paper provides a summary of the conceptual framework and theoretical review. Saunders, Lewis, and Thornhill (2016) assert that a comprehensive literature review serves as a fundamental component upon which research is constructed, as it facilitates the cultivation of a thorough comprehension and discernment of the study subject.

2.2 Job Satisfaction among teachers

Job satisfaction may be conceptualized as the overall disposition of employees towards their work. The answer to this question is contingent upon several factors pertaining to an individual's employment. Job satisfaction is characterized by employees' good attitude, whereas job discontent is associated with a negative attitude (Priyanka, 2021). The concept of job satisfaction refers to the level of contentment that an individual experiences in relation to their occupation (Naz, 2017).Instructors who experience

dissatisfaction are more prone to absences from courses and actively seek new work opportunities, whereas instructors who are comfortable with their teaching roles are more inclined to remain in the industry and consistently attend classes. Teachers who experience job satisfaction have a higher level of dedication compared to their counterparts who do not experience job satisfaction. The impact of job satisfaction on the efficacy and productivity of teachers has been highlighted in previous research (Rooney, 2015). Many companies have seen significant negative effects from high levels of absenteeism and employee turnover. However, only a small number of these organizations have placed a high importance on work satisfaction. This is mostly because they have failed to acknowledge the substantial potential that exists within this area.

According to Kumari (2011), The affective experiences and emotional states of employees in relation to their work exert an influence on their overall job satisfaction, which can manifest in either positive or negative orientations. An individual who experiences a high level of job satisfaction holds good attitudes towards their occupation, whereas a one who is dissatisfied with their profession harbors negative emotions towards it. Job satisfaction is a significant concern for both employees and employers due to its impact on organizational behavior. When educators experience work satisfaction, they tend to exhibit increased efficiency and effectiveness in the execution of their professional duties. According to Jitendra (2013), the level of job satisfaction or discontent experienced by an employee is contingent upon the alignment

between their expectations and the extent to which the job is able to fulfill those expectations. The reduction in convenience expenses and the augmentation of organizational, social, and intrinsic incentives are expected to contribute to an improvement in job satisfaction. The satisfaction of employers has a positive impact on employees, leading to reduced staff turnover and increased productivity. Job satisfaction is a crucial quality that is commonly assessed by organizations. Scholars in the field of education have directed their attention on examining the concept of work satisfaction among teachers.

This phenomenon can be attributed to the interconnections within organizational behavior, encompassing factors such as commitment, absenteeism, employee turnover, efficiency, productivity, and job satisfaction.The level of work satisfaction among teachers in the United Kingdom has seen a transformation throughout the course of time. There was a necessity to conduct a research study in the country of Kenya.

Job satisfaction is an essential and significant aspect that businesses should take into consideration. According to Raymond (2018), it has a crucial role in influencing several factors like as productivity, loyalty, retention, and turnover rates. It has been shown that a significant number of educators in Oklahoma express discontentment with their profession due to inadequate remuneration, challenging student conduct, limited professional autonomy, and a scarcity of qualified instructors. Numerous educational institutions in the United States have shown a notable decline in teachers' work satisfaction, as seen by the high rates of teacher attrition, recruitment challenges, and turnover (Walker,

2015). The aforementioned research was conducted inside nations classified as developed. It is imperative to conduct a comparable study in Kenya in order to ascertain the necessity of enhancing work satisfaction among teachers in public primary schools within Nandi County.

The levels of work satisfaction among teachers in every school within Southern Tulare County, California, are relatively high. There exists a clear correlation between teacher work happiness and several factors such as a good school atmosphere, effective teaching practices, teacher retention, and improved student accomplishment. According to Stoll-Lollis (2015), A research was conducted involving six government secondary schools located in the district of Penampang, Sabah, Malaysia. The significance of the responsibility component was identified as the primary determinant in assessing the level of work satisfaction among educators. There was a statistically significant variation in the degree of job satisfaction among teachers based on the duration of their employment at their present educational institution. The secondary schools in Sabah provide a congenial and inclusive environment, mostly attributed to the conduct of the proficient educators. The results of the study indicate a requirement for a work environment that provides assistance. Ghavifekr and Pillai (2016) conducted a study.

Teachers have a pivotal role in shaping the development of society through influencing the viewpoints of their students. Nevertheless, a pervasive global concern arises from the scarcity of teachers, which significantly affects the educational systems of many nations. According to Goldring et al. (2014), the

annual attrition rate for school teachers in the United States exceeds 15%. Similarly, it is worth noting that there exists a significant shortage of teachers in the member nations of the European Union (EU) as reported by the European Commission in 2018. Several studies examining the work satisfaction of teachers have consistently revealed substantial levels of discontent (Wangai, 2012).Previous studies have examined the level of work satisfaction among teachers, the factors that contribute to it, and its impact on their professional performance. Al-Yaseen and Al-Musaileem (2015) conducted a study that revealed work anxiety as the predominant factor contributing to the diminished job satisfaction among teachers in Kuwait. This phenomenon has been seen to have adverse consequences.

Efforts are now underway in Pakistan to enhance teachers' work satisfaction with the aim of improving their performance, hence positively impacting kids' education (Subha, 2013). The aforementioned research was conducted in economically advanced nations. There is a necessity to conduct a comparable survey in Kenya with the purpose of determining the necessity for enhancing work satisfaction among teachers in public primary schools within Nandi County. Miryala and Nagapriya (2012) argue that educational policy makers should consistently prioritize the implementation of initiatives aimed at enhancing work satisfaction among teachers across all educational levels. The significance of this finding lies in the observation that job satisfaction levels in India are directly associated with the financial implications of staff recruitment and turnover within a firm. According to Punia and Sharma (2008), it is agreed that the expenses associated with replacing knowledge-based personnel

who depart from a business extend beyond the significant expenditures of recruiting and onboarding new staff. Consequently, it is imperative for firms to consistently endeavor to retain their talented workforce, and one effective approach to accomplish this objective is through the promotion of job satisfaction.

In a study conducted by Afshar and Doosti (2016), the researchers examined the influence of work satisfaction and discontent on the job performance of English instructors in Iran. The findings revealed that a significant proportion of the teachers expressed a high level of dissatisfaction with their employment. Furthermore, the educators expressed that their discontentment had an adverse impact on their professional efficacy. The job performance of English instructors in Iran. The aforementioned investigations were conducted inside industrialized nations. There is a must to do a comparable study in Kenya with the purpose of determining the imperative to enhance work satisfaction among teachers in public elementary schools inside Nandi County.

A study conducted in Shenyang, China revealed that teachers hailing from six different institutions had a moderate degree of work satisfaction. There was a correlation observed between job satisfaction and many working and demographic factors. Yang, Wang, Liu, Pan, Shen, and colleagues (2015) observed a significant positive association between perceived organizational support and work satisfaction. There existed a marginal disparity in perspectives of work satisfaction, contingent upon the grade level being instructed. According to the findings, educators at high schools express the

highest level of work satisfaction, whilst their counterparts in middle schools indicate the lowest degree of contentment. There is a negative correlation between the number of years of teaching experience and the level of work satisfaction. In the year 2016, M.S. Churchwell conducted a study.

The presence of transactional and transformational leadership traits has a favorable influence on the job satisfaction and organizational engagement of teachers. According to Sayadi (2016), there exists a positive correlation between transformational and transactional leadership styles and the effectiveness of the leader, as well as the subordinate's effort, job satisfaction, and organizational commitment. Additionally, the study found that charismatic leadership strongly predicts job satisfaction and value commitment in a positive manner, while laissez-faire leadership strongly predicts a negative intent to continue in the job.The present research is centered on the examination of management techniques employed by head teachers and their impact on work happiness. Consequently, there exists a necessity to conduct a study that establishes the relationship between management practices, leadership styles, and job satisfaction.

2.3Influence of head teachers Work Allocation and Job satisfaction among teachers

The profession of teaching entails a multifaceted and extensive array of responsibilities. According to Froese-Germain (2014), teachers engage in multitasking during their workday, which might occasionally result in feelings of job discontent. According to Skaalvik and Skaalvik (2017), individuals

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frequently experience stress and fatigue, resulting in elevated levels of absenteeism and burnout.According to Goksoyand Akdag (2014), the authors asserted that the workload experienced by teachers in Finland was very demanding. Typically, educators are anticipated to undertake responsibilities that are outside the scope of their official job description.

Jendle and Wallnas (2017) conducted a study in Sweden which revealed that the teaching profession was identified as the most demanding in terms of stress levels. The majority of teachers surveyed (90%) reported experiencing high levels of stress and burnout, attributing these feelings to an excessive workload that they deemed to be inappropriate. The aforementioned data are derived only from affluent nations, which are commonly associated with a comparatively reduced burden of teacher effort. This study was conducted in Kenya to examine the impact of teachers' workload on their job satisfaction.

According to Kumar and Prakash (2016), there has been a notable increase in the workload of teachers in recent years, both within and outside of the workplace. It has been shown that school administrators encountered a significant challenge in their efforts to guarantee that instructors were assigned sustainable workloads. The present study was conducted on educators who are engaged in teaching at tertiary institutions in India. The present investigation was conducted within the context of public elementary schools located in Nandi County, Kenya.

The significance and need of effective teaching in education cannot be overstated, as it plays a pivotal role in facilitating student learning and

achievement (Chirimi, 2016). The allocation of job responsibilities poses a hindrance to effective time management and the completion of relevant activities for educators. According to the findings of Tancinco (2016) and Wakoli (2016), it may be inferred that heightened workloads have a negative impact on the overall efficacy of instructors, as indicated in their individual studies. The outcomes of their investigation revealed a significant positive association between heightened workload and job performance. The research study aims to investigate the impact of work load on job satisfaction within Nandi County. A significant portion of the respondents expressed that heightened workloads or excessive demands hindered their effectiveness in the educational setting, resulting in a decreased allocation of time for tasks such as lesson planning and student supervision and counseling.

Teachers are tasked with a multitude of responsibilities that are both extensive and challenging in nature. As a consequence, educators often engage in multitasking during their workday, thereby occasionally hindering their ability to focus on more advanced tasks such as strategic planning, engaging in professional development, and engaging in reflective practices. These activities, if given adequate attention, would likely enhance their efficacy as teachers over an extended period. Moreover, the escalation in workloads imposes an extra burden on instructors' capacity to deliver instruction with efficacy and restricts the availability of time for crucial teaching obligations, such as designing class discussions or offering feedback to students (Lopez, 2017). The prevalence of burnout among teachers sometimes stemmed from an escalation in the responsibilities assigned to politicians. The severe

workloads experienced by teachers, coupled with the attention given to parental concerns, have a detrimental effect on the quality of classroom education, leading to a reduced ability for instructors to effectively educate students (PPTA, 2016).

The study conducted by Odisa (2022) examines the factors influencing teachers' work satisfaction in public secondary schools located in Nairobi County, Kenya. The research was conducted based on the equity theory of motivation developed by Stacy Adams in 1963, which posits that individuals assess their ratio of inputs and results in relation to that of others. The research employed a descriptive survey approach, including a target population consisting of 83 public secondary schools and 1759 public secondary school instructors. A total of 67 schools and 670 instructors were selected using stratified and simple random selection techniques. The data was obtained by conducting interviews with principals and distributing questionnaires to teachers. A linear regression analysis was conducted in order to identify a link between the variables. The Pearson Product Moment connection Coefficient was employed to ascertain the linear connection between the independent factors and the dependent variable.

The primary outcomes indicate that the school environment had the strongest correlation with teachers' work satisfaction, with supervisor support ranking as the subsequent influential factor. The satisfaction of the majority of teachers with their workload was attributed to the employment of a significant number of instructors on Board of Management (B.O.M.) terms in most schools. The

majority of educational institutions have sufficient teaching and learning resources. Many educators experience a sense of insecurity over the geographical setting of their school. The optimal staffing levels, including Board of Management (B.O.M.) teachers, of the schools examined in this study should be utilized by the Teachers Service Commission. It is recommended that the Ministry of Education, Science, and Technology collaborate with the Ministry of Interior in order to ensure the safety and security of educational environments. The study suggests that more research should be conducted in rural regions to ascertain the factors influencing teachers' degrees of work satisfaction. Therefore, it was imperative to conduct a research study in order to ascertain the impact of management techniques used by head teachers on work satisfaction within the rural region of Nandi County.

This study provides more evidence supporting previous research findings that indicate Australian teachers have challenges in effectively controlling their workloads, as they have reported greater working hours compared to their counterparts in other OECD nations (Manuel, Carter, & Dutton, 2018). According to the findings of Garrick, Mak, Cathcart, Winwood, Bakker, and Lushington (2017) in their study conducted in Australia, instructors expressed concerns over excessive workloads, with the workload of Australian teachers seen to be increasing on an annual basis. According to the findings of Ashiedu and Scott-Ladd (2012), it was determined that substantial workloads were a notable contributing factor to attrition within the teaching profession. The study's findings reveal that Australians perceive heavy workloads as a

deterrent to supporting young individuals in their choice to pursue a teaching career, thereby posing considerable implications for workforce planning and educational institutions aiming to promote teaching as a viable career option.

Despite being independent of other factors such as working conditions or teacher characteristics, there was a significant and evident correlation between teachers' evaluations of their workload and their level of job satisfaction. The findings presented here are consistent with the results reported by Skaalvik and Skaalvik (2016), indicating that teacher beliefs do not have a significant correlation with emotional fatigue and motivation to leave the teaching profession. However, it is noteworthy that a heavy workload is strongly linked to both emotional weariness and motivation to stop teaching. Previous research has highlighted a concern over the substantial workload experienced by teachers in Sweden (Allodi & Fischbein, 2012). The outcomes of our study provide empirical evidence supporting the importance of a reasonable workload in relation to teachers' job satisfaction. Previous research has indicated that the appraisal of work satisfaction among instructors is contingent upon the presence of collaboration among teachers and the enforcement of stringent student conduct (Borman & Dowling, 2008; Ingersoll, 2017; Sims, 2017). The interrelation of these factors may be comprehended as they both signify the symbiotic connections between students and professors, which collectively shape the social ambiance within the educational institution.

Teachers in several Sub-Saharan African nations often operate under very demanding and stressful environments. These anxiety-inducing circumstances are distinguished by the presence of substantial teaching responsibilities, inadequate staffing levels, and large numbers of enrolled students. As a consequence, there is an unhappy teaching workforce. According to Senyonga and Hecker (2021), several educators choose to discontinue their careers in teaching.The present study examined the perspectives of work satisfaction among instructors. The research encompassed a limited rural populace consisting of 12 public secondary schools located in the southwestern region of Uganda. The present investigation was conducted using a larger sample size of 691 individuals enrolled in public elementary schools located in Nandi County, Kenya.

Anderson (2017) examines the issue of instructor retention within special education streams. This study examines the impact of teacher workload and the involvement of administrators in addressing this issue. The retention of special education teachers in the state of Minnesota need targeted attention, as indicated by a research involving instructors in this field. The necessity of addressing the issue arises from the escalating trend of special education teachers resigning or transitioning to different career paths on an annual basis. This phenomenon can be attributed mostly to the excessive workload connected with administrative tasks and the leadership styles employed by educational leaders. The previous study examined the impact of teachers' workload and the involvement of administrators in the state of Minnesota,

whereas the present study focuses on the influence of management practices on job satisfaction in Kenya.

Abdul Ghani et al. (2013) reported comparable results in their study. The research conducted in this study had a sample size of 12 participants. The participants included special education teachers, headmasters from three schools with PPKI (Program Pendidikan Khas Integrasi) in the Kuala Terengganu district, and stakeholder representatives from the state education department. The study employed a qualitative research design, utilizing observation and interview approaches. Based on the research findings, a contributing factor to the challenging workload experienced by special education instructors is the tendency of their principals to exhibit less supportive leadership styles. The study further revealed that factors such as allocation to PPKI, insufficient recognition of teachers' efforts by administrators, and inadequate provision of comprehensive special education facilities all contribute to the burden experienced by instructors. The findings of this study indicate a significant association between the attitudes of head teachers and the workload experienced by PPKI instructors. In addition to their primary role of classroom instruction, secondary school educators have several additional obligations, including conducting remedial sessions, managing huge class sizes, and handling substantial administrative tasks such as paperwork. Periodically, this gives rise to a state of mild burnout (Sichambo, Maragia, & Simiyu, 2012). The present study encompassed a total of 18 rural schools located in Bungoma County, focusing on the phenomenon of teachers' burnout. A research was deemed necessary in Nandi County to

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investigate the impact of public primary school teachers' workload on their levels of job satisfaction. This study aimed to expand the sample size to 486 participants in order to obtain more comprehensive and reliable results.

According to Macharia (2013), an adverse consequence of site-based school management has been identified in the form of heightened teacher workload and stress. It is argued that the growth in question might, to some extent, be attributed to the manner in which teachers arrange themselves. The concepts of autonomy, collegiality, and strong subject department identity have been established as organizational frameworks to tackle the challenges associated with managing individual classrooms. However, it is important to recognize that these values could impede the development of systemic thinking required for the successful implementation of school-wide programs. According to Ngururi (2013), the allocation of a teacher's workload has a significant role in determining their ability to provide personalized attention to students. The researcher discovered that the substantial workload, compounded by the presence of big class sizes, hindered instructors' ability to adequately prepare for their classes, resulting in dissatisfaction among educators.

Based on the findings of the Research Institute (2015), it was determined that the average annual employee turnover rate for all industries in the United States in the year 2012 amounted to 15%. Based on studies conducted by NBRI, organizations characterized by low turnover rates may potentially face challenges stemming from employees who possess a strong desire to resign but find themselves constrained by economic circumstances, or those who

express a want to depart but exhibit a lack of motivation to actively seek alternative employment opportunities. The presence of contented employees who have no intention of departing from their current roles is really a positive phenomenon. The previous study encompassed studies conducted in enterprises and developed nations, but the present study in Kenya only concentrates on primary school teachers. Hence, it was imperative to conduct a research study in the country of Kenya.

Based on a survey conducted by Want China Times in 2014, it was found that 14.5 percent of employees in China underwent job transitions throughout the preceding two years. Furthermore, within the last year, 10.4 percent of individuals who changed employment did so during this period. Additionally, it was seen that 35 percent of job changes occurred between the timeframe of two to four years prior to the study. This statement motivates the researcher to conduct a study on the topic of work satisfaction in Kenya. According to Muhoro (2013), the success of any organization is contingent upon the capacity of managers to provide a conducive and motivating environment for their staff. To enhance employee job satisfaction, it is important for management to establish a supportive work environment, foster positive employee morale, and provide workers with the resources to do their assigned duties (Hill, 2014).

School administrators commonly face the challenge of fostering educators who possess a strong drive for teaching and learning, are receptive to novel concepts and approaches, have unwavering dedication to their pupils, and

exhibit a willingness to adapt and evolve throughout their professional journeys. According to Wanjiku's (2018) study on teachers' work satisfaction in Nanyuki Municipality, it was shown that more than 70 percent of the instructors expressed pleasure with their teaching loads. A mere 30 percent of individuals expressed dissatisfaction with their perceived workload. Numerous educational institutions implemented individualized strategies by engaging a substantial number of instructors through their respective Boards of Management (B.O.M.), so effectively mitigating the prevailing scarcity of educators. This study pertains to a contemporary investigation conducted inside an urban setting.Therefore, it was crucial to investigate the impact of teachers' job satisfaction on workload in the rural region of Nandi County.

This study utilizes distinct, nationally representative data obtained from a survey conducted on British institutions. The objective of this study is to apply the Job Characteristics Model, developed by Hackman and Oldham, to the current organizational landscape. The statistical data encompasses information pertaining to a substantial quantity of enterprises, together with many individuals employed inside each respective enterprise. The results mainly support the expectations of the Job Characteristics Model, indicating favorable correlations between job diversity, worker autonomy, and worker job satisfaction with labor productivity and product quality.

 In contrast to previous research, our findings indicate that task diversity yields more favorable performance-related outcomes compared to worker satisfaction. Theoretical projections suggest that pleasure with the context may

have a moderating influence. The previous study employed indicators such as the count of firms and the number of workers, but the present study utilizes educational institutions and their respective teaching staff as variables of interest in the research conducted in Kenya.

According to Ramlall (2004), Based on the theoretical framework of this particular method, it is posited that an individual's desire for advancement plays a moderating role in each step of progression, transitioning from job characteristics to pivotal psychological states that ultimately contribute to both personal and professional accomplishments. The key attributes of a job encompass a range of skills, task identity, task importance, autonomy, and feedback. The psychological states of "Experienced Meaningfulness of Work," "Experienced Responsibility for Outcomes of Work," and "Knowledge of Results" are considered to be of utmost importance. According to Hackman and Oldham (1975, 1976), favorable outcomes in both personal and professional domains include elevated internal work motivation, exceptional performance, heightened job satisfaction, and reduced rates of absenteeism and attrition. The Job Characteristics Model (JCM) is widely employed in contemporary businesses, with a specific focus on the employees inside these firms. The concept of entrepreneurship is still very nascent in this discipline. Schjoedt (2009) is among the limited number of entrepreneurship academics who have employed the Job Characteristics Model (JCM) to get insights into the job characteristics of entrepreneurs.

The focus of his inquiry was centered on satisfaction as the exclusive metric for measuring outcomes. Schjoedt's study reveals that there are statistically significant variations in work satisfaction and four other employment variables between managers and entrepreneurs. Furthermore, it was shown that work satisfaction was highly influenced by factors such as autonomy, diversity, and feedback. This study aims to build upon the foundational work conducted by Schjoedt (2009) by investigating the inclusion of job diversity and task importance as new outcome measures. This will be achieved by extending the application of the Job Characteristics Model (JCM) to primary school teachers in Nandi County. To commence this analysis, it is imperative to elucidate how the five work qualities inherent in the JC position engender a diverse array of tasks that demand the application of a multitude of aptitudes and competencies from the employee.

2.4 Influence of teachers recognition by head teachers and Job Satisfaction

The recognition of teachers' efforts has the potential to foster dedication towards achieving the objectives of the educational institution and enhance overall job satisfaction. According to Taniguchi and Fujii (2016), incentives and assessments can serve as effective means of expressing appreciation. The retention of teachers can be facilitated by the utilization of professional development opportunities and comprehensive evaluation processes. The primary element leading to the concerning turnover rate is the dissatisfaction among teachers over their working circumstances. The pupils' academic performance has been significantly affected.

It is imperative that educators are motivated to impart enduring knowledge and competencies to their students. In the event that their prerequisites are not met, educators who entered the profession with the anticipation of being well supported are more prone to seek alternative career opportunities. It is expected that educational leaders engage in regular and genuine expressions of praise towards pupils. It is expected that head teachers should acknowledge the professional competency of their staff members while delivering feedback in their role as instructional leaders. The level of gratitude that teachers get may be impacted by the manner and substance of the feedback they receive.

According to Djonko-Moore (2015), an annual attrition rate of 20% is seen among instructors working in high-poverty schools inside the United States of America. This phenomenon might be attributed to the limited capacity of schools in impoverished regions to furnish the necessary resources essential for effective education. Based on the findings of the New Alliance Report (2014), it is observed that a significant number of American teachers, over 500,000 annually, either transfer or resign from their positions. Notably, a substantial proportion of these educators originate from under-resourced schools, hence exerting an influence on the overall quality of education provided. The educational environment has a pivotal role in the role of teachers. The insufficiency of educational resources inside classrooms in poor countries contributes to heightened levels of stress and job dissatisfaction among teachers (Abdu-Raheem & Oluwagbohunmi, 2015).

In the majority of developing nations, the primary teaching resources employed are limited to textbooks and blackboards (Mupa & Chinooneka, 2015). The absence of instructional materials can provide a significant challenge for educators in effectively conveying complex concepts. A significant proportion of students encounter challenges in comprehending the subject matter presented during instructional sessions due to a dearth of relevant teaching tools. Due to the existing body of research primarily conducted in developed nations, the researcher was motivated to undertake a comparable study in Kenya with the aim of examining the factors that impact teachers' work satisfaction. The presence of an unsatisfactory learning environment in several secondary schools in Cameroon is a significant factor contributing to student dissatisfaction. According to Bahtilla (2017), a significant proportion of these institutions exhibit a deficiency in the essential elements required for facilitating successful pedagogy and knowledge acquisition.

Both positive feedback and constructive criticism received from colleagues and the school administration can be seen as types of acknowledgment. According to Blaisé (2012), there is a positive impact on instructors' sense of security, confidence, and motivation. The responsibility of head teachers' includes the provision of assistance to teachers in their pursuit of professional objectives and the cultivation of job satisfaction. The rewards for instructors might vary, encompassing both verbal displays of thanks and tangible incentives, which have shown to be effective motivators. The individuals in question are doing admirably, and the recognition they receive for their

achievements, both in public and private settings, contributes to their positive emotional state. Based on this statement, individuals strive to be recognized for their achievements across various hierarchical levels inside organizations.

According to Macharia (2018), it is essential to consistently acknowledge and value the diligent contributions made by every employee. Recognizing the contributions rendered by employees to the organization is of utmost significance. The employee's sense of desirability will be heightened, leading to increased interest in job satisfaction. Recognition of achievements is highly valued by individuals across all hierarchical levels within a company, as it serves as a fundamental pillar for the attainment of economic success. The previous study was conducted inside a corporate setting, whereas the ongoing research is being undertaken within educational institutions.

Recognition can manifest through verbal or written means, with or without monetary compensation, and without requiring any time investment. The lack of recognition for a project of exceptional quality might lead to decreased levels of motivation, ultimately affecting productivity. Based on the findings of the survey, a significant majority of instructors expressed dissatisfaction with the level of appreciation received from their employers. Specifically, around 67.02% of respondents indicated varying degrees of dissatisfaction, ranging from moderate to full dissatisfaction. Nevertheless, the findings suggest that a significant proportion of educators (70.26%) expressed satisfaction with the head teacher's recognition.

Both monetary and non-monetary incentives aim to attract people to a business and sustain their drive to perform at a high level. The primary objective of this study is to ascertain the utilization of both monetary and non-monetary incentives within the banking industry of Pakistan, and to analyze their impact on the levels of employee satisfaction. The banking business is characterized by intense competition within the service sector, necessitating staff to provide clients with services of exceptional quality. Previous research has been undertaken in the banking industry about job satisfaction, but the present study focuses on job satisfaction in elementary schools in Kenya. The necessity of employee appreciation has been identified as a crucial factor in obtaining services. It has been shown that both monetary and non-monetary incentives play a significant role in motivating employees inside organizations. For example, previous studies conducted by Armstrong and Murlis (1991), Schuler and Jackson (1996), and Lai (2007) have elucidated that total job satisfaction is comprised of both fixed and variable financial rewards, as well as non-financial benefits. These non-financial benefits encompass elements such as praise, achievement, responsibility, freedom, job security, and personal growth.Nevertheless, it remains accurate that every employee possesses a distinct assemblage of characteristics that contribute to their satisfaction and incentives for exerting effort. Different individuals are motivated by distinct factors, such as financial gain, recognition, professional development, or job security.

Khan and Farooq (2010) conducted a study to investigate the impact of incentives on employee motivation within the context of Commercial Banks.

The study reveals a significant association between rewards and employee appreciation within the personnel of commercial banks in Pakistan. The outcomes of the study indicate that employees who experience inspiration in the workplace have higher levels of energy and productivity. Employees are more likely to exhibit enhanced performance and motivation in fulfilling their duties when they have the expectation of receiving personalized recognition, appreciation, and incentives. It is likely that they will exhibit a level of performance that exceeds what would be expected based on their inherent abilities. The strategic significance of the correlation between employee appreciation, incentives, and recognition had been previously shown in a study conducted by Schuler and Jackson in 1996.

Responsibility may be conceptualized as the subjective perception of the importance of one's professional duties and the degree of autonomy one possesses over the resources necessary to fulfill those obligations. Conversely, extrinsic motivation pertains to the actions or interventions undertaken to stimulate individuals' motivation. This encompasses various incentives such as salary increases and bonus schemes. In a study conducted by Ajila (1997), it was shown that individuals who possess intrinsic motivation exhibit a high level of commitment towards their chosen job, as they derive satisfaction from the tasks and responsibilities associated with their employment.

Moreover, those who are driven by extrinsic rewards exhibit a higher level of commitment towards their professional endeavors. It has been shown that the presence of a perceived need and the potential for reward are essential factors

for fostering a sense of motivation in individuals inside the workplace. The findings of this study suggest that, for a significant portion of individuals, non-monetary incentives or acknowledgment are more efficacious in fostering motivation compared to cash rewards. The research findings indicate that in certain instances, monetary incentives alone may not be sufficient to motivate individuals to achieve high levels of performance. The present research endeavors to examine the impact of management techniques on employees' work satisfaction.

Latham and Locke (2004) conducted a study which revealed that non-monetary incentives such as praise, success, responsibility, and personal growth have the potential to serve as effective motivators for individuals. The research revealed that the use of non-financial incentives has the potential to impact the perceived fairness of a program holistically, hence fostering increased employee motivation and productivity. The term "whole reward," as introduced by Sammer (2011), encompasses a broader range of incentives and benefits beyond monetary compensation. This concept encompasses several elements such as opportunities for career advancement, non-financial recognition, staff development, and training. The concept of complete compensation has been previously examined by Armstrong and Murlis (1991).

According to their assertion, compensation encompasses both monetary rewards in the form of fixed and variable payments, as well as non-financial advantages such as verbal recognition, achievement, autonomy, accountability, job contentment, and career advancement. In a similar vein,

Strovall (2003) argues that the implementation of non-financial incentives serves to motivate employees, hence fostering job happiness. Furthermore, Strovall posits that a robust incentive program can exert a noteworthy influence on an employee's performance. Dzuaranin (2012) posits that organizations that only depend on monetary incentives as a means of motivating their employees should incorporate non-financial incentives into their performance reward systems. This is necessary in order to enhance employee motivation, as a significant number of individuals place more importance on financial incentives compared to non-financial incentives. Based on empirical evidence, it has been shown that organizations with robust pay systems exhibit enhanced overall performance and exert a discernible influence on employee behavior. The researcher's primary area of interest lies in examining the relationship between schooling and work satisfaction.

According to Mason (2001), the utilization of various methods to express recognition has been found to be a successful tool for demonstrating gratitude and enhancing employee retention inside organizations. The author argues that it is within the means of every organization to adopt strategies aimed at motivating their skilled workforce through the provision of commendation for their diligent efforts. Based on a study conducted by the US Department of Labor, it was found that a significant proportion of workers, namely 46 percent, choose to resign from their positions due to a perceived lack of appreciation. This issue is a challenge for management, as they encounter difficulties in effectively addressing the resulting high turnover rate. Robert (2005) suggests that the inadequate implementation of employee incentives

and recognition initiatives contributes to this managerial battle.The study's findings indicate that an effective reward and recognition system contributes to employee motivation and satisfaction, since it revealed a positive correlation between incentives, recognition, and motivation. The results of the study indicate a significant relationship between job recognition and employee turnover (χ^2 = 96.245, p = 0.000, α = 0.05). Specifically, the findings suggest that those who get acknowledgment are less inclined to leave their jobs. The level of motivation among employees is positively correlated with the extent to which they are rewarded and acknowledged.

This finding suggests that the effectiveness of banks' attempts to motivate staff through training and recognition is diminished. According to a study conducted by Jenkins and Adrian Giles (2012), while employees do appreciate verbal praise and acknowledgment from their supervisors, they are most driven by prospects of promotion and career advancement. The present investigation was conducted within the context of elementary schools in Kenya, in contrast to the previous study which was conducted within corporations.

Rewards can encompass both monetary and non-monetary forms. Monetary incentives contribute to the enhancement of employee happiness, while non-monetary perks serve as a valuable means of acknowledging and appreciating personnel. According to Burgess and Ratto (2003), the acknowledgment of employees serves as a significant incentive and fosters their participation in the workplace. Employee engagement is established on the foundation of

employee attitudes, actions, and beliefs towards the organization. The firm actively fosters and nurtures these internal attitudes and ideas. Consequently, the conduct exhibited by the employer towards the employee gives rise to specific attitudes and ideas that form inside the employee's cognitive framework. While it is true that monetary incentives may enhance motivation, non-monetary incentives possess a greater potency due to their intrinsic motivating impact on employees. Intrinsically driven employees are provided with recognition, training, and growth opportunities tailored to their own learning needs, along with the flexibility to determine their own schedules.

Non-monetary incentives provide workers and employees with a heightened perception of security and employment stability. Employees are motivated to attain increased respect and acknowledgment when they perceive their positions or occupations to be stable and protected. They derive complete inspiration and motivation from their inside being in this manner. According to Heyman and Ariely (2004), the provision of non-monetary incentives to workers or employees has the potential to enhance organizational performance significantly. Incentives, encompassing both financial and non-financial forms, can be effectively employed to foster more employee engagement within an organization, hence enhancing overall employee performance.

Jeffery (2002) conducted a research that investigated the effectiveness of non-monetary rewards in regulating various psychological demands. The findings of the study suggest that non-monetary rewards have a greater and more enduring influence on motivation compared to monetary rewards. Based on

the findings of the study, it has been shown that non-monetary rewards exhibit more visibility and possess higher perceived value as compared to monetary incentives. Non-monetary incentives have been found to yield higher levels of utility. To mitigate conflicts, we also calculated the trophy value index of non-monetary incentives. The results of the survey indicated that employees placed a higher level of importance on tangible rewards, such as presents, as well as intangible factors such as pride, respect, and recognition, when considering their long-term job satisfaction. Employees derive satisfaction from expressing their gratitude and presenting tokens of appreciation to their significant others. The findings indicated that non-monetary gifts exhibited a significantly greater degree of perceived value. Moreover, when examining motivational strategies, it is shown that non-monetary rewards elicit higher levels of satisfaction compared to monetary incentives (referred to as trophy value). The author provides a comprehensive analysis in his publication, elucidating that monetary incentives offer temporary benefits, whereas non-monetary incentives yield enduring advantages. The research focuses on the topic of monetary pay, whereas non-monetary remuneration is employed to signify esteem and recognition. The existing literature on the effects of monetary awards and non-monetary incentives in the context of teacher recognition is obsolete and in need of an updated investigation to address contemporary challenges.

Kube et al. (2008) found that non-monetary gifts yielded a greater outcome compared to monetary ones. The level of employee happiness is significantly impacted by non-monetary incentives, and this satisfaction has enduring

consequences. The social exchange phenomena is also discussed by Kube et al. (2008). The findings derived from the aforementioned study suggest that nonmonetary incentives exert a more substantial impact on the social exchange theory compared to monetary rewards. According to a separate research conducted by Kube et al. (2006), it is asserted that monetary incentives demonstrate efficacy in the short run, but prove to be ineffective in the long run. The author asserts that the utilization of non-monetary incentives significantly and persistently influences individuals' levels of happiness.

The present study examines the extent to which teachers in Ethiopian secondary schools demonstrate an enthusiasm for education and utilize professional development opportunities. The motives of instructors exert a significant effect on the teaching and learning process. According to Ololube (2005), the presence of work satisfaction and motivation is crucial for the sustained growth of educational systems and the well-being of teachers, as they play a fundamental role in driving labor efforts. Bennell and Akyeampong (2007) argue that the improvement of teaching techniques is crucial for boosting learning outcomes among students in developing nations. Consequently, it can be predicted that any systematic endeavor aimed at improving learning outcomes should prioritize initiatives that boost teacher competence and motivation. In line with the findings of Chireshe and Shumba (2011), it can be observed that teachers who are driven have a positive impact on the motivation levels of their students, ultimately leading to improved academic performance.

According to Zhilla's (2013) research, a crucial aspect of employee appreciation is in fostering an understanding among employees regarding the alignment between their own desires and aims and those of the organization. In order to enhance employee motivation and foster sustained performance, organizations must discern and address a range of internal and external factors that serve as motivators for their workforce. According to Rasheed, Aslam, and Sarwar (2010), the lack of motivation among workers leads to a decrease in efficiency. According to the aforementioned writers, the production of high-performance work by instructors is contingent upon their willingness to exert maximum effort.

According to a study conducted by Karabenick and Conley (2011), recent research in the field of teacher motivation has identified correlations between motivation and many aspects of teachers' professional engagement, commitment, and perseverance in their teaching practices, as well as their inclination to actively engage in ongoing professional development opportunities. Motivational factors vary among individuals based on organizational structure and many contextual factors. In a research conducted by Rasheed, Aslam, and Sarwar (2010), it was discovered that compensation serves as a noteworthy incentive for teachers within the realm of higher education. According to Zhilla (2013), satisfaction is more likely to be achieved when individuals perceive their compensation as equitable, aligned with job demands, commensurate with their individual skill levels, and consistent with prevailing community pay norms.Bennell (2004) observed that in low-income countries, inadequate compensation and material benefits often

fail to meet the basic needs of individuals and households for survival. Akiba et al. (2011) conducted a study on teacher salaries and national achievement in 30 different countries, and their findings indicated that low teacher salaries frequently lead to job dissatisfaction among teachers and higher rates of attrition.

Numerous theoretical frameworks have been put out in an attempt to elucidate the factors that underlie human motivation, the determinants of employee behavior, and the forces that propel individuals' actions. This study utilizes Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Expectancy Theory, and Equity Theory to elucidate the motivation of teachers through the lens of need fulfilment. This study examines the perspectives of teachers towards their professional growth and teaching motivation within the context of the Ethiopian educational system, with reference to these concepts. The level of employee involvement is contingent upon several factors, including the specific demands and resources associated with the job, such as social support and job autonomy. Social support encompasses several sorts of acknowledging factors, including job enrichment, employment empowerment, and both monetary and non-monetary incentives. Additionally, the authors proposed that the implementation and nurturing of a socially friendly environment might potentially enhance levels of employee engagement.

The significance of employer recognition is increasingly gaining prominence among firms in developed countries. Employees get a sense of satisfaction and demonstrate increased motivation when their contributions are duly

acknowledged. Organizations operating in developing countries are increasingly recognizing the significance of acknowledging their employees' contributions, and as a result, they are implementing practices such as granting titles such as "employee of the month" or "employee of the year" to commend outstanding individuals.There exist several cost-free methods to demonstrate gratitude for the efforts of one's staff members. In contemporary organizational contexts, reward-based trainings have gained significant traction as a preferred method for augmenting human capital. The present research is centered on educational institutions. According to the concept of human capital, the possession of knowledge and cognitive abilities by individuals' results in the potential for increased productivity and efficiency in their activities. In an organizational context, the motive behind attempts to invest in training and development tools plays a vital role in determining the extent to which firms may expect to observe enhanced returns.

2.5Influence of head teachers career advancement promotion and job satisfaction

The influence of staff development opportunities on employee retention is significant as it forms a crucial aspect of an organization's contractual agreement with its workers, hence fostering a stronger sense of connection between employees and the business (Bergieletal,2009;Mello,2009).According to Woodruff (1999), organizations seeking to enhance their employee relationships should allocate significant resources towards employee

development in order to bolster retention rates and diminish turnover intentions. This phenomenon may be attributed to the fact that employees who have availed themselves of training and development opportunities provided by their companies tend to exhibit higher levels of commitment towards the organizational values, hence contributing to enhanced productivity and the long-term maintenance of the organization's competitive edge.

Staff development opportunities are a crucial factor in fostering the acquisition and retention of a dedicated and highly motivated staff. This is mostly due to the fact that such chances contribute to heightened employee satisfaction and enhanced job performance capabilities. Furthermore, it is crucial for employees to assume accountability for their professional development, so enabling the firm to reap the advantages of a proficient workforce, resulting in enhanced production (Bergielet al, 2009).

Staff development opportunities have been found to enhance workers' perception of being valued, which in turn fosters psychological connection and increases their satisfaction to work harder for the benefit of the firm (Armstrong, 2010; Cunningham & Cordeiro, 2007; Gupta, 2008; Kipkebut, 2010; Ngethe, 2013). According to a study conducted by Muthama (2013), employees who get appreciation in the form of opportunities for learning and growth are more inclined to stay in their present positions and have reduced inclinations to leave. The results of his study suggest that a majority of the participants, namely 60 percent, expressed a willingness to prolong their tenure in their current employment if their company were to provide them with

learning and development opportunities. Hence, it was imperative to do study

pertaining to career progression and work contentment.

In a research conducted by Kwenin (2013), the focus was on examining the

correlation between career development opportunities and employee retention

within the context of Vodafone Ghana. The results of the study revealed a

significant and favorable association between professional advancement

prospects and the likelihood of employees staying with the organization

(r=0.387, p=000).The study suggests that it would be beneficial for firms to

offer professional development options to their employees in order to increase

job satisfaction, which in turn would result in a decrease in turnover intentions

and ultimately improve employee retention. There was a necessity to conduct

a comparative study among teachers in Kenya about career progression and

work satisfaction. The enhancement of job performance is facilitated by job

autonomy, which grants employees increased accountability and authority in

relation to their tasks.

The consequences of rewarding job have been studied by Grawitch and

Barber (2009) as well as Russo (2017). Moreover, the exercise of discretion in

the process of decision-making associated with the intricacy of a work may

lead to enhanced levels of job autonomy. According to Wrzesniewski and

Dutton (2001), individuals who perceive their current employment as essential

for progressing in their careers tend to exhibit a correlation between job

autonomy and their strategic approaches to career development.For example,

individuals may seize the opportunity to convince supervisors of their

competence for more challenging positions, their willingness to assume greater accountability for the entire project, and their entitlement to a higher degree of job autonomy in executing the task (Wrzesniewski and Dutton, 2001; Parker, 2014).

Significantly, the increased job autonomy affords employees the opportunity to modify their job tasks and work settings to align with their desired career orientation. The occupational identity of employees might potentially impact their responses to opportunities for professional advancement. Individuals tend to give more priority to employment opportunities that offer developmental benefits, while actively seeking professional progression strategies to facilitate their upward mobility within the organizational hierarchy.

According to Ekabu (2018), it is crucial to recognize the significance of maintaining core personnel and mitigating turnover intention within a business. The task of retaining highly qualified teachers in secondary schools remains a significant obstacle for educational administrators in Kenya, since instructors frequently switch professions or demonstrate a lack of complete dedication to their responsibilities due to a prevailing psychological inclination towards other pursuits. Hence, the present study aimed to investigate the correlation between teacher compensation, professional development possibilities, career advancement chances, working circumstances, and teacher turnover intention within the context of public secondary schools in Meru County, Kenya. The research employed a descriptive survey approach, with a targeted population of 2599 individuals.

This sample consisted of 2586 secondary school teachers, 15 secondary school administrators, and 8 Sub-County staffing officials. The study involved a sample of 520 participants, consisting of 503 secondary school teachers, 15 principals, and 2 staffing officers. The objective of the study was to examine the relationship between staff development opportunities, promotional prospects, and working conditions with the dependent variable of turnover intention. The gathered data reveals that there is a significant negative correlation between turnover intention and staff development possibilities ($r=0.371$, $p<0.001$), promotional prospects ($r=-0.524$, $p<0.001$), and working conditions ($r=-0.488$, $p<0.001$). The findings confirmed the outcomes of hypothesis tests employing the Chi-square method, which demonstrated a statistically significant association between variables and teachers' turnover intention in secondary schools. This suggests that the independent variables are significantly related to teachers' turnover intention in public secondary schools within the county. The findings therefore indicate that there is a notable lack of motivation among instructors, and the education system seems to be comprised of educators who possess low morale and exhibit little dedication to their profession, resulting in a high inclination to leave their positions. The aforementioned research served as the impetus for the researcher to conduct a study on the impact of head teachers' management practice on teachers' job satisfaction in Nandi County.

The level of job autonomy has a direct and positive impact on the formulation and implementation of career strategies. According to Morgeson and Humphrey (2005), job feedback refers to the social characteristics inherent in

the design of a job. The social dimensions of employment exert a substantial influence on employees' perceptions and encounters with professional advancement. Employees heavily depend on interpersonal feedback to gain insight into how well their performance aligns with company standards and advances their career objectives. According to Grant et al. (2010), job feedback serves as a means to communicate specific information on an individual's performance progression over a period of time, as well as to provide guidance on employing effective strategies for achieving success in one's professional endeavors.The existing literature on this topic appears to be antiquated, necessitating an investigation into contemporary trends that impact both career progression and work satisfaction.

The utilization of career techniques, such as networking, creating opportunities, prolonged work involvement, and seeking guidance, was found to be more prevalent among employees as a means to enhance job performance (Gould and Penley, 1984; Nabi, 2003, Park and Rothwell, 2009, Parker, 2014; Miner and Akinsanmi, 2016). Interpersonal feedback plays a crucial role in understanding individuals' perceptions of the trade-offs they must make in their careers and the strategies they employ to achieve their professional objectives. The probability of an employee receiving positive evaluations from their superiors and achieving higher performance levels in their work, leading to career success, is expected to rise when they develop career plans that align with their occupation and receive job feedback (Gould and Penley, 1984; Braziler, Gati and Tatar, 2015; Russo, 2017).

Hence, the provision of job feedback plays a pivotal role in bolstering career strategies. Based on the findings, it can be concluded that job autonomy and job feedback collectively explain 31.5% of the variability seen in career plans, as indicated by the coefficient of determination ($R^2=0.315$). Upon further examination, it becomes evident that there exists a positive correlation between career intentions and two factors: job autonomy (correlation coefficient = .216, $p < .01$, t-value = 3.097, which exceeds the critical value of 2.33 at a significance level of 1%) and job feedback (correlation coefficient = .289, $p < .01$, t-value = 4.310, which also exceeds the critical value of 2.33 at a significance level of 1%). The findings of the study indicate that job feedback had a higher predictive capacity for career strategy compared to job autonomy. The frequency and appropriateness of employees' career techniques are positively correlated with the accuracy and relevance of the job feedback they get.

The study conducted by Williams and Turner in 2006 revealed a correlation between work autonomy and proactive behaviors and techniques. The user did not provide any text to rewrite. According to Gould and Penley (1984), the presence of job autonomy has a positive impact on the development of role-breadth self-efficacy. Employees often communicate their aspiration for increased responsibility and strive to show themselves in a positive light to their superiors. In a manner analogous to the manner in which pertinent, current, and comprehensive job feedback can serve as a catalyst for employees to seek guidance from more seasoned colleagues (i.e., mentors) within or outside the organization for career-related decisions, information, and support,

interpersonal feedback received from immediate supervisors and coworkers can also facilitate individuals in effectively expressing their career aspirations and objectives (Nabi, 2003). Hence, the utilization of professional strategies, such as networking, can facilitate an individual's progression and achievement of their career goals. There is a necessity to do study on the contemporary developments regarding career progression and work satisfaction inside educational institutions.

According to the findings of Odisa (2022), a significant majority of teachers (78.6%) expressed work satisfaction, attributing it to the value placed by their principals on training opportunities. The results of this study align closely with the findings of Sirima and Popoi (2010), which indicated a significant decline in teachers' work satisfaction when they perceived a lack of training chances for professional growth. However, a mere nine out of the forty-two administrators who were questioned said that they provided their teachers with training opportunities as a means of fostering the well-being of their employees. The educators expressed high levels of contentment with the conduct of their superiors, particularly with regards to their emphasis on training opportunities and career advancement. These findings are consistent with the research conducted by Ingersoll, Merrill, and May (2014) as well as Kraft, Marinell, and Shen-Wei Yee (2016), which similarly shown a positive correlation between teachers' work satisfaction and the presence of professional development opportunities. The implementation of these training programs not only resulted in an improvement in teachers' performance, but also had a positive impact on teachers' retention rates.

According to Odisa's (2022) study, a significant majority of teachers, namely 73.4%, expressed dissatisfaction with their profession. This dissatisfaction was attributed to the lack of encouragement from their principals to seek additional studies. Out of the whole sample, 16% maintained a neutral stance, while 4.1% expressed agreement and just 5.8% strongly agreed with the statement, indicating a high level of dissatisfaction. Principals anticipate that instructors would demonstrate unwavering dedication to their professional obligations and maintain constant accessibility to fulfill their tasks. This may also explain why several principals are disinclined to support their instructors in pursuing advanced education. It is a prevailing practice for educators who have pursued advanced education to actively pursue opportunities for teaching in higher education institutions such as colleges and universities. In recent times, a noticeable phenomenon has emerged wherein a significant number of instructors have been pursuing advanced degrees at the master's and doctorate levels. The primary objective of these initiatives has been to facilitate the transition of teachers to institutions of higher education or to encourage them to pursue alternative career paths outside of teaching (Gathara, 2011; Ng'ethe, 2013; Ekabu, 2018). Given the time it takes for the Teacher Service Commission (TSC) to find replacements for departed instructors, it is comprehensible why several administrators are inclined to retain their teaching staff inside the school. The present study was conducted among secondary schools located in Nairobi County. Hence, it was imperative to conduct a

research study focusing on public elementary schools situated in rural regions, such as Nandi County.

In order to enhance employees' self-appreciation in the process of making career decisions, it is recommended that organizations augment job autonomy by means of job design. The utilization of this approach facilitates individuals in assuming greater responsibility for their actions, hence enhancing the implementation of successful career plans to achieve professional success. Moreover, empirical evidence suggests a robust correlation between the implementation of career plan activities in a dynamic professional landscape and the consistent acquisition of job feedback from supervisors or colleagues by employees. In order to provide workers with relevant and timely job feedback, it is imperative for employers to cultivate positive interpersonal connections through the implementation of engaging activities, opportunities, and job designs. Consequently, the use of these measures will enhance the adoption of career management strategies. The aforementioned approach aligns with the conclusions drawn from the research conducted by Hall and Las (2010), which revealed that adopting internalized work procedures enhances individuals' sense of responsibility in making career choices and attaining their objectives within the professional setting.

One crucial component that must not be overlooked in order to maintain the quality of higher education is the fulfillment of the teaching staff's requirements, namely the lecturers. According to previous studies conducted by Sundari et al. (2020) and Parimita et al. (2018), compensation plays a

crucial role in ensuring job satisfaction among academics. According to Eyupoglu et al. (2017), the establishment of satisfaction levels inside a company might lead to an increase in loyalty. Career advancement has a substantial role in addition to compensation. When educators encounter difficulties in their professional trajectories, they may exhibit heightened dedication towards specific academic institutions. Job advancement is of utmost importance for academics as it fosters their enthusiasm in embracing the tri dharma of higher education in subsequent endeavors (Zacher et al., 2019). An individual might derive pleasure and satisfaction by attaining a certain state of job satisfaction. Inherent to human nature are some factors that elicit a sense of fulfillment when achieved inside. The potential influence of salary and career development on lecturer satisfaction in private universities located in Serang City is a topic of interest. Survey findings suggest that academics in these institutions may experience relatively low compensation and limited career advancement opportunities. The previous research was conducted in an urban setting among academics, but the present study concentrates on a rural context within elementary schools in Kenya.

The topic of pay often gives rise to challenges within the realm of labor relations, hence impacting industrial relations. Compensation considerations, specifically pertaining to salaries, have long been a subject of interest for organizational management, employees, and governmental entities (Sundari et al., 2020). Compensation encompasses both monetary and non-monetary forms of recompense. The financial metrics pertaining to remuneration encompass several components such as salary, bonuses, safeguards, deferred

payments, compensation for labor conducted beyond regular hours, and facilities (Vizano et al., 2020). The non-financial dimension encompasses several aspects such as colleagues, advancement opportunities, recognition, and praise, as discussed by Setiyani et al. (2020).

The objective of career development is to expand its scope and augment knowledge, skills, attitudes, and personality traits, so enabling employees to assume more or more demanding responsibilities within the organization (Kim, 2018). It is important for companies to actively participate in the cultivation of human resources (HR) in order to ensure that workers possess the necessary knowledge, skills, and abilities that align with the demands of their respective roles (Dahl et al., 2013; Susanto et al., 2020). It is anticipated that employees possess the capability to enhance and address deficiencies in their work performance in alignment with the progressions in the science and technology employed by the organization. According to Hapsari et al. (2021), individuals may undertake various or expanded responsibilities within the organizational context. The present study shifts its attention from past research conducted on firms and their performances to examining the employment happiness of instructors inside educational institutions.

According to Wang and Wanberg (2017), career development has two essential components, namely career management and career planning. Career management encompasses several metrics such as corporate policy, work performance, educational achievement, and regeneration. Career planning

encompasses several indicators such as training, job experience, professional connections, and self-development. According to the Strategic Skill Initiative (2005), several avenues for career progression and growth, including practical experiences, professional licenses and certifications, as well as the acquisition of skills and training, serve to enhance the visibility of career prospects. Conversely, professions characterized by a moderate level of specificity, such as project management, and those with less clearly delineated career paths, such as clerical and sales positions, as well as unskilled labor, often have limited opportunities for professional advancement and growth. Project managers exemplify workers with moderately delineated occupations who often face a lack of clearly specified career paths, leading them to perceive career advancement opportunities as less prominent (Ganesan & Weitz, 1996). There exists a paucity of empirical research pertaining to the examination of career development and its relationship with work satisfaction.

Based on a study conducted by Crawford (2002), it has been identified that a lack of opportunities for career advancement is a significant factor contributing to professionals' decision to quit organizations and their subsequent dissatisfaction with their employment. Furthermore, career commitment and satisfaction surveys serve as the fundamental basis for the identification of rewarding and successful employment from the viewpoint of professionals. Crawford (2002) asserts that employees with moderately defined careers are more likely to leave an organization due to the absence of a well-defined career trajectory.

According to Parker and Skitmore (2005), continuous career development is crucial for individuals at all levels of experience, as it contributes to enhanced work satisfaction and reduced job turnover. In order to achieve this objective, it is important to consider individuals' perception of their alignment with their desired trajectory or possession of a well-defined professional trajectory, along with the consequential impact on their work, career-related outcomes, and performance. This study centers on the professional progression within the business sector, whereas the existing research mostly examines elementary schools and their impact on work satisfaction.

This study incorporates the findings of Burton's (1976) literature review, which posited that job autonomy should be categorized as a dimension of prestige. Consequently, the variables of autonomy and prestige are combined and explicated in the following sections. The level of personal accountability and responsibility that employee experiences for the consequences of their job is associated with their level of autonomy (Hackman & Oldham, 1975).Extensive study has been conducted to investigate the correlation between workplace autonomy and many outcomes, including emotions of achievement, personal growth, job happiness, and high-caliber work.

According to Hackman and Oldman (1976), job descriptions that encompass elements such as diversity, autonomy, task identification, and feedback contribute to the cultivation of feelings of success and personal growth. There exists a positive correlation between a greater degree of job autonomy and elevated levels of job satisfaction, increased productivity, and reduced rates of

absenteeism within the workplace. The study suggests that affective commitment and occupational contentment serve as measures of perceived external status.

The career advancement of employees has been influenced by the restructuring of organizations and the dynamic nature of the corporate landscape. In response to the intense competition within the global business landscape, organizations are undergoing significant restructuring and downsizing initiatives to enhance operational efficiency and agility. The career development of employees is often influenced by the transformations occurring in the contemporary corporate landscape (Gubler, Arnold, & Coombs, 2013). Individuals consistently exhibit proactive and self-directed behaviors in the management of their employment, hence leading to the rapid emergence of the protean career as a novel professional trend (Park & Rothwell, 2009).The previous research was conducted inside organizational settings, while the present research is being conducted within elementary schools.

 The promotion of employees is associated with several positive outcomes, including enhanced financial compensation, elevated social standing, and improved self-perception, ultimately leading to heightened levels of job satisfaction. In contrast, individuals who remain in the same position without experiencing career advancement may not experience these benefits. Hence, it may be inferred that the propensity of employees to leave a company is reduced in instances where there exists a well-defined trajectory for career

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advancement, as opposed to situations where employees' professional progress is stagnant and devoid of promotional opportunities (Nyamubarua, 2013; Ng'ethe, 2013; Lambert & Hogan, 2009).

Scholars and human resource development (HRD) practitioners have devoted significant attention to the protean career in an effort to comprehend its novel career paradigms (Park and Rothwell, 2009). According to Reitman and Schneer (2008), there is a significant increase in the utilization of the Internet as a cost-effective means for individuals to create revenue. As a result of modifications in organizational strategies, several personnel have been subjected to either termination or internal transfers within their respective organizations. In recent years, several Electrical and Electronics (E&E) companies in Malaysia have seen a decrease in revenue, heightened price pressure, and accumulated inventory. The electronic and electrical (E&E) industry saw further challenges due to a decrease in the exportation of E&E components in 2012, resulting from diminished demand originating from both China and the European Union (Opalyn, 2012). Based on current statistical data about workforce reductions, it has been observed that the manufacturing industry, namely the electrical and electronics (E&E) sector, bears the brunt of these layoffs, with an estimated loss of over 50,000 employees primarily occupying managerial or operational positions.

Subsequently, the service and construction sectors also have a significant impact from these workforce reductions (Rajvinder, 2018). As a result of the prevailing global economic conditions, several multinational companies in the

energy and engineering sector were unable to operate at their maximum capacity. Concurrently, numerous other companies opted to postpone investments and adopt a cautious approach, while also implementing restructuring strategies. The implementation of considerable organizational restructuring, closure, and downsizing activities in this particular scenario has had a significant adverse impact on job design and work flow (Gomez-Mejia, Balkin, & Cardy, 2016).

The relationship between an individual's job satisfaction and career advancement has consistently been influenced by alterations in job design and its associated qualities. Hernaus and Vokic (2014) found that individuals who perceive congruence between their career trajectory and job attributes tend to exhibit higher levels of job satisfaction. Hence, in contrast to those who experienced a discrepancy between the characteristics of their employment and their professional aspirations, these employees exhibit higher levels of commitment, self-confidence, and initiative in the realm of career development. There is a growing trend where individuals are increasingly driven by their own aspirations rather than according to company career management protocols.

Rather than depending on traditional organizational career development programs, individuals are adapting to a transactional employer-employee dynamic and assuming greater responsibility for their personal professional growth and marketability. In this particular context, individuals are perceived as "career creators" since they engage in proactive career planning inside the

organization to fulfill their personal professional goals (Hall, 2004; Rousseau & Fried, 2001; Cappellen and Janssens, 2008; Gulyani and Bhatnagar, 2017). The increasing prevalence of substantial workforce reduction strategies indicates a decline in both professional growth prospects and employment stability inside organizations. According to Harvey and Brown (2006), numerous firms are motivated to adopt cost-reduction strategies that involve restricting initiatives related to staff development, career progression, and employee well-being. The process of career development involves the formation and implementation of one's self-concepts with the aim of attaining personal fulfillment and reaping societal advantages (Briscoe & Hall, 2006). According to Hall and Las (2010), employment is regarded as the fundamental basis for a professional trajectory. The terms "career" and "job" are synonymous as they pertain to an individual's chosen occupation or profession. A career may be understood as the sum of an individual's professional experiences accumulated during their lifetime, whereas a job is commonly characterized as an immediate or short-term experience (Hall & Las, 2010). Additionally, they asserted that a career encompasses a sequence of employments or roles that an individual undertakes during a specific timeframe. Despite the fluctuations in employment patterns, the persistence of specialization within a particular profession remains a prevalent phenomenon. The trajectory of an individual's professional journey is invariably shaped by the job choices they make throughout their lifespan (Hall & Las, 2010).

According to Ming (2008), the primary determinant of turnover intentions is contingent upon the characteristics of organizational practices, which in turn

impact individual objectives. These goals, in turn, serve as a source of motivation for employees, ultimately leading to a decrease in turnover rates. The researcher conducted a study examining the impact of career advancement on employees' inclination to leave their current organization. The researcher employed a questionnaire methodology to gather data from a sample of 357 knowledge workers in Malaysia. The data collection process focused on five factors, including organizational incentives, career development possibilities, supervisory support, promotion, and employee turnover intention. The researcher employed the correlation approach and a quantitative strategy for data collecting and analysis. The present study utilized a combination of qualitative and quantitative methodologies, including correlation and chi-square analyses to assess the proposed hypotheses.

The study conducted by Samuel and Chipunza (2009) revealed a significant correlation between training and development initiatives and employee retention. This link was determined by statistical analysis, specifically a chi-square test with a value of 11.41 and a p-value of 0.002.The present study was conducted in Kenya, employing the statistical techniques of Analysis of Variance (ANOVA) and chi-square analysis.

Individuals typically exhibit a heightened personal inclination towards fulfilling their obligation to achieve professional growth. The individuals evaluate their achievements by measuring progress in the many aspects of the task executed. The work characteristics that enable employees to experience fundamental mental states are associated with favorable work outcomes, such

as job performance and career advancement. The extent to which the relationship between work qualities, mental states, and work outcomes is determined solely by an individual employee's desire for growth and advancement in their career is not fully established (Lobby and Las, 2010). Therefore, within this framework of professional development, the specific factors and skills associated with each position will influence their career decision-making process and professional growth. According to Award and Ashford (2008), there is a suggestion that the depiction of employment via freedom is likely to stimulate proactive behavior among employees. The attribute of independence not only enhances the capacity of individuals to exercise control over a task, but it also facilitates the development of expertise by providing employees with the opportunity to acquire new skills and assume more responsibilities. According to Parker, Wall, and Cordery (2001), when the hierarchical structure of an organization becomes more linear, employees are granted greater autonomy and opportunities to expand their job roles in order to complete tasks.

Subsequent to this interaction, it is plausible that there would be an enhanced perception of responsibility towards matters and a heightened inclination towards taking proactive measures in relation to performance (Parker et al., 2001; Pankhurst, 2010). According to a research conducted by Russo (2017), job autonomy enables employees to exercise discretion in determining the methods by which they fulfill their assigned duties and seek appropriate strategies to address both typical and atypical work circumstances, such as job

complexity. The aforementioned work characteristics facilitate the cultivation of employees' skills, hence positively influencing their professional growth.

The employee use their expertise and skills to identify the most viable options from the provided list of methods. Consequently, employees have a higher propensity to establish ambitious objectives and actively strive to attain them, while also seeking professional progression (Parker, 2000; Morgeson & Champion, 2003; McAllister, Kamdar, Morrison & Turban, 2007; Grant & Parker, 2009, Nielsen, 2013). Numerous further studies have also demonstrated the significance of training and development initiatives in the context of employee retention. Nelson and Catherine (2015) discovered that individuals who have limited access to training and development opportunities have unfavorable consequences, such as restricted promotion and career progression within the firm. Consequently, these employees may be motivated to contemplate leaving their present employment. According to the study conducted by Kadires et al. (2015), the implementation of training and development programs has been found to have a positive impact on staff productivity and performance, ultimately resulting in a decrease in turnover intention. According to Jehanzebetal (2013), there is a strong positive relationship between training and development programs and organizational commitment. As a result, the author suggests that in order to obtain employee commitment, employers should ensure that employees are effectively acquainted with the goals, mission, and values of the organization through suitable career development initiatives.

Choi et al. (2012), in contrast, assert that training and development opportunities not only assist employees in acquiring competences but also facilitate the achievement of company goals and objectives. This is due to the fact that, according to Joarder and Sharif (2011), training and development initiatives contribute to the improvement of employees' knowledge and abilities, which are essential for achieving consistent performance in the dynamic work environment characterized by technological advancements. Imran (2017) conducted a study that revealed a noteworthy correlation between the availability of training and development possibilities and the desire to quit, as evidenced by a substantial negative coefficient (B = -0.467, p = 0.000).In previous studies conducted by Khan and Kadir (2016), Rashid (2014), and Gieter (2012), it was shown that there exists a negative and statistically significant relationship between the availability of growth and development possibilities for employees and their desire to resign. There was a necessity to do a research study on career growth and job satisfaction.

According to Owhondah's (2016) study, there exists a significant and robust correlation (Rho=0.823, p=0.000) between promotion and turnover intentions. However, it is important to note that the previous study focused only on a specific group of oil corporations located in Rivers state, Nigeria. In contrast, the present study examines the topic of promotion and work satisfaction within the context of public elementary schools in Nandi County. In a further investigation conducted by Miringu (2017), a robust and adverse association (r=-0.853, p<0.002) was discovered between the advancement of one's career and the intentions of labor mobility among teaching employees employed in

tertiary institutions under the jurisdiction of the Teachers Service Commission in Kenya. Nevertheless, the previous study mostly examined educators in higher education institutions, whereas the present study primarily concentrates on instructors in public elementary schools.

2.6 Influence of head teachers Working Conditions and Job Satisfaction among teachers

The conditions in which employees' works are significant determinants in their choice to either go from or stay with a firm. According to Zeytinoglu and Denton (2008), individuals tend to have a sense of ease and satisfaction while employed inside firms that provide a favorable work environment. According to Zeytinoglu and Denton (2008), employees in such businesses perceive that they have the ability to create an impact due to the favorable working environment.According to Juliet (2010), the presence of certain working environments, including both physical and psychological aspects, has a significant role in recognizing employees. In cases when these recognized variables are absent, employees are more likely to resign from their existing positions. According to Ashraf (2019), the primary emphasis of these research lies in the area of teacher retention. This aspect serves as a crucial link between enhancing working conditions and the advancement of educational institutions of superior quality.

According to Zafar (2015), favorable working conditions serve as a motivating factor for employees to dedicate extended periods of time to their work. The concept of working conditions encompasses several elements inside the

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workplace, including both tangible and intangible factors. These factors encompass the physical environment as well as the cultural and participatory components of the organization (Sinaga, Lis & Razimi, 2019). According to the study conducted by Latip, May, Arif, Kadir, and Kwan (2019), it has been shown that a favorable work environment plays a significant role in motivating employees to consistently attend work and exert exceptional levels of effort. This implies that providing employees with sufficient privacy and autonomy over their work environment might enhance their commitment to their task, hence facilitating the rapid growth of a company. Benson and Dundis (2003) conducted a study. The personnel of an organization are its most valuable resource.

Employability exerts a substantial influence on working conditions, but the level of education is likewise subject to significant impact. The increase in the number of secondary schools in Indonesia has emerged as a significant concern in recent years (Azizah, Abraham, & Dhowi, 2017).According to Andrianto et al. (2018), the positive effects of high-quality education on the working environment and income of Indonesia's young educated generation are noteworthy. It is observed that students who acquire a high-quality education are more likely to secure stable employment opportunities with competitive salaries, so ensuring a promising and secure future in the practical realm. Turnover has a considerable influence on student retention and educational quality.

One of the most significant worldwide challenges, with a particular impact on Indonesia, is to the issue of teacher retention. The reason for this phenomenon may be attributed to Indonesia's comparatively higher faculty turnover rate, which can be attributed to inadequate working conditions prevalent in academic institutions as compared to other Southeast Asian nations. This issue leads to a disparity in the performance of children on global benchmark examinations when compared to students from other countries (Mbiti, 2016).There was a necessity to conduct a research study in Kenya to examine the impact of working circumstances on job satisfaction.

Research findings have demonstrated that unfavorable working circumstances commonly result in employee unhappiness, ultimately culminating in voluntary job termination (Handelsman, 2009). Certain geographical locations might present challenging conditions for instructors, as one illustration. These educational institutions encompass both those situated in dry and semi-arid regions, as well as those located in locations with inadequate drainage, such as marshy and swampy environments. Additionally, they encompass regions that are susceptible to diseases and have limited access to proper infrastructure. Teachers may choose to work in certain regions due to a sense of desperation for employment and the need for cash. However, after they attain financial security, these teachers may opt to relocate to more desirable locations or even pursue transfers to more well-resourced schools (MacDonald, 2012).According to Mampane (2012), personnel, specifically teachers, who possess a negative attitude or view towards their job, are prone to exhibiting higher rates of absenteeism, experiencing elevated levels of stress-related

illnesses, and demonstrating less productivity and devotion to their teaching duties.

In their longitudinal study conducted in Finland, Malinen and Savolainen (2016) examined the relationship between school atmosphere and teachers' work happiness.The researchers reached the conclusion that teachers' who initially saw their pupils as highly disciplined also reported high work satisfaction at the end of the academic year. The present investigation employed a longitudinal design. The research done in Kenya was characterized as a descriptive survey. According to Ayele's (2014) study, which focused on teachers' job satisfaction in the Hadiya Zone of Ethiopia, it was discovered that the instructors expressed dissatisfaction with their working circumstances. Certain educational institutions had a dearth of computers or insufficient computer resources, while others faced a scarcity of internet connectivity. Additionally, certain localities were characterized by a lack of suitable rental housing options and limited access to clean water. Furthermore, several high schools located in remote areas posed challenges in terms of accessibility. This study focused on examining the levels of work satisfaction and commitment among teachers in various nations. The present study aimed to examine the management strategies of head teachers in relation to teachers' work satisfaction in Kenya.

In the context of Kenya, the phenomenon of high teacher turnover is not distinct from global and regional trends (Orodho and Waweru, 2013). Furthermore, it is worth noting that there is a dearth of well trained instructors

in Kenyan educational institutions. Moreover, educators are increasingly opting to pursue non-teaching professions (Oketch and Ngware, 2012). According to Orodho and Waweru (2013), having the knowledge and ability to effectively utilize a good work environment is crucial in enhancing employee satisfaction and reducing turnover, hence contributing to the development of a more productive workforce. Every educator would like workplace conditions that lead to increased physical comfort and convenience. The negative impact of such working conditions, among other factors, can have detrimental effects on the mental and physical well-being of employees. Akinyi (2011) conducted a study on the factors influencing job satisfaction among secondary school teachers in Mombasa County and found that teachers expressed satisfaction with their level of commitment, overall performance, and salary. The individuals expressed their dissatisfaction with the subpar working conditions.

In her study of the factors influencing TSC educators turnover in open auxiliary schools in Kirinyaga Locale, Wamuyu (2011) listed educator responsibility, school characteristics, and overall educator working conditions as some of the factors affecting educator work fulfillment. A few teachers are discouraged, frustrated, and dissatisfied with their jobs and go elsewhere for a better opportunity. This dissatisfaction can also manifest as a partial responsibility to work, leaving the workforce, or renunciation.

Obineli (2013) asserts that an inspired workplace will result in inspired workers and emphasizes the importance of the surroundings, amenities, and

architectural design of workplaces for productivity. The environment influences productivity. The right temperature, humidity, ventilation, lighting, the cleanliness of the workspace, and the availability of sufficient tools and equipment (such as a public address system, computers, educational materials, and nice offices) all have an impact on employee happiness. The physical comfort and morale of teachers are increased by favorable working conditions. While unfavorable conditions cause regret, dissatisfaction, and a significant level of unhappiness. Numerous more studies carried out in Kenya demonstrate the significance of the working environment for teachers' job satisfaction. According to Illahuya (2014), instructors who work in a calm setting with enough space and comfortable surroundings report higher job satisfaction. According to Mwangi (2002), among other things, bad school facilities and ineffective school disciplinary measures have an impact on teachers' work satisfaction. The Kenyan government has recently made significant investments in the supply of resources to schools, including the purchase of required textbooks for students. The necessity for the current investigation stems from the possibility that the change in government backing impacted the situation.

Both Okonkwo and Obineli (2011) noted that poor salary and unpleasant working circumstances are to blame for many teachers in public schools lacking motivation and job satisfaction. This is because a comfortable office environment with basic amenities is a must for good staff morale. If they are well compensated, secondary school teachers can still go above and above (like the research participants) to ensure they have a vibrant project working

environment. Some educators experience stagnation, which makes them disheartened, disillusioned, and dissatisfied with their employment. As a result, they go elsewhere for better opportunities. Along with part-time employment, early retirement, quitting, and unhappiness at work

According to studies, unfavorable working circumstances frequently cause people to become dissatisfied with their occupations and ultimately leave such positions (Handelsman, 2009). For instance, certain school settings are exceedingly difficult for instructors. These schools include those in semi-arid and dry regions, as well as those in places with poor drainage, such as marshy areas and areas that are prone to illness and have very shoddy infrastructure. instructors would labor in these regions out of a need for a job and an income, and if these instructors had financial security, they would relocate to other, better places or even pursue transfer to schools with greater resources (MacDonald, 2012).According to Mampane (2012), employees (teachers) who have a bad attitude or a bad view of their job are more likely to miss work, suffer from more stress-related illnesses, and show a decreased level of productivity and devotion to their profession (teaching).

The working environment has a big impact on how satisfied instructors are at their jobs. The environment at work affects productivity, therefore elements like temperature, humidity, ventilation, lighting, noise, workplace cleanliness, and having the appropriate tools and equipment (such as a public address system, computer, and instructional resources, decent offices) are all crucial. When working conditions are favorable, instructors experience greater

physical comfort and morale. Extremely bad circumstances, however, result in regret and frustration, which fuels a deep sense of discontent. According to (Okonkwo and Obineli 2011), the poor remuneration and unpleasant working circumstances of many teachers in public schools contribute to their lack of motivation and job satisfaction. This is because a comfortable office environment with basic amenities is a must for good staff morale. Secondary school teachers who make a good living can nevertheless go above and above (like the study participants) to make their profession interesting. Clean classrooms, staffrooms, family-friendly policies, a balance between work and play, and other ancillary advantages are key conditions for teachers' success in schools, according to Mbogo (2015). Holiday pay, sick pay, timely and enough payments, work stability, and pension plans are a few other extrinsic considerations. Teachers' find it challenging to cope with bad working circumstances such insufficient space, noisy surroundings, and uncomfortable working conditions at institutions because of the lack of these conditions. Therefore, doing a research was necessary.

It was also seen as a lasting trait since one teacher cannot change the institution's status as a public or private one. In a research comparing teachers at public and private schools in Korea, Jeon et al. (2014) performed a three-year survey of 7923 teachers at public and private schools to learn how happy they were with their professions. Private school instructors reported greater levels of work satisfaction, which revealed significant differences (Jeon et al., 2014). The kind of school, an attitude characteristic that was discussed in greater detail in a separate area, seems to have an impact on the principal's

leadership style. The finding of the interaction effect emphasizes how important it is to comprehend how many facets of school culture impact teachers' work satisfaction in various ways depending on the instructor. The third persistent feature was the number of hours per week that instructors in each school worked on average. It was important to conduct a study on work satisfaction in Kenya.

The workload was commonly cited as a decisive factor in teachers' decisions to leave or remain in the profession in a survey of educators from elementary to high school in a southern American state (Hughes, 2012).The third persistent feature was the number of hours per week that instructors in each school worked on average. The workload was commonly cited as a decisive factor in teachers' decisions to leave or remain in the profession in a survey of educators from elementary to high school in a southern American state (Hughes, 2012).

Lim and Lee (2010) argued that this finding may be a result of instructors feeling uncomfortable about peers being interested in their personal life because teaching in Korea is often considered as an independent activity where each teacher is in charge of his or her own classroom. The principal leadership style's school-level attitude component was looked into as a crucial element impacting teachers' jobs.

According to Wambasi (2015), 46.1% of teachers were unsatisfied with their work environments at schools. The majority of teachers, however, (28.01%), were content with the offices that already existed in their specific schools. The

findings showed that 58.16% of the instructors were not happy with the number of classes in their particular institutions. This indicates that most schools either lacked sufficient classrooms or had out-of-date classrooms. The research found that 69.86% of instructors whether they were present or not, had negative opinions about the libraries at their particular schools. Seventy percent of instructors were found to be unhappy with the atmosphere at their schools, according to the study. However, just 7% of the professors reported being content with the atmosphere at their institution. It was required to conduct the study on how working conditions and job satisfaction affected Nandi County.

Contrary to Bennell's findings, the study's results look at how differences in working circumstances impact job satisfaction and whether instructors ultimately quit their school or the teaching profession. A sizable sample of instructors who took part in the Teaching and Learning International Survey (TALIS) 2018 and information from the School Workforce Census (SC) were used to compile the statistics for this research. The TALIS 2013 data were previously used to study the relationships between school working conditions, teacher job satisfaction, and desire to move schools. Particularly with the new data, it is possible to compare working conditions between primary and secondary grades and make predictions about the relationship between those conditions and the likelihood that teachers actually leave their positions or institutions. The 2013 report is referred to as [TALIS 2013].

Every employee at a facility or company has to be satisfied with their employment. Job satisfaction impacts worker efficiency, which in turn influences the organization's or institution's output (Markos & Sridevi, 2010; Reeves et al., 2017). When workers are happy in their positions, they devote time and energy to growing the business. Making ensuring that every employee is content is crucial. Teachers may be leaving the profession due to a lack of work satisfaction nowadays, which has a detrimental effect on educational standards (Ronfeldt et al., 2013; Simon & Johnson, 2015; Reeves et al., 2017; Bahtilla, 2017; Torres, 2018).Unhappy teachers can lead to ineffective instruction, a high failure rate, school dropouts, delinquency, and disruptive conduct in the classroom. Every country has the ability to address the social and economic problems that society faces, depending on the kind of information and skills that are taught in schools. Important aspects of the educational environment might influence job satisfaction. The educational environment may have a positive or negative impact on employee motivation (Gagné & Deci, 2005; Fernet et al., 2012). Every school is required to provide instructors with the tools and support they need to help students become prepared for the challenging and changing world (Gemeda & Tynjala, 2015; Djonko-Moore, 2015).

In a supportive school setting, teachers are encouraged to succeed in their jobs and reach their potential. The governments of various African countries have been constructing an increasing number of teacher training institutions to meet the need for instructors. Thousands of instructors graduate from these institutions each year. The frequency of teacher shortages is still worrisome,

nevertheless, considering that the majority of teachers are unsatisfied with their careers as educators and leave when they perceive a better opportunity (Dupriez et al., 2016; Bahtilla, 2017). This indicates the need for researchers to focus on finding ways to improve teachers' teachers job satisfaction.

Herzberg hygiene considerations must be suitably prioritized. The physical and emotional wellness of the employees must come first. Managers may motivate their staff by creating a positive work atmosphere. Restrictive organizational cultures, which overemphasize regulations and place individuals in passive roles, as well as unpredictable and irascible supervisors that shout at employees in front of others, will not bring out the best in human nature (Aldair, 2009). Excessive control will reduce motivation. Work units and subunits should be kept as small as possible since, in the absence of motivated leadership, big units have a propensity to become bureaucratic and demotivating. When major change is involved, the management should make sure that employees are involved in choices that have an impact on their working lines. Teachers are more likely to stay in their jobs when the school atmosphere is favorable (Ladd, 2011; Tickle et al., 2011; Urick, 2016). However, because of the adverse workplace, teachers' job satisfaction keeps rising. An undesirable school atmosphere can lead to poor classroom management, teacher absenteeism, and early retirement from the teaching profession. An increasing workload and emotional tiredness are the main causes of job dissatisfaction (Skaalvik & Skaalvik, 2017).

The lack of a supporting atmosphere for teaching and learning in most institutions, as noted by researchers, can lead to instructors quitting their jobs (Collie et al., 2012; Fernet et al., 2012; Boyd et al., 2011). Simon & Johnson (2015); Borman & Dowling (2008). In his or her capacity as an instructional leader, the principle is responsible for ensuring that the school's learning environment is conducive (Bahtilla & Hui, 2020). When principals foster a friendly and supportive learning environment that supports teaching and learning, teachers thus make students feel less anxious (Hallinger, 2003; Baptiste, 2019). In a situation that is comfortable and typically low in physical and psychological stress, high levels of teacher satisfaction can be reached. According to Fernet et al. (2012), the main cause of burnout is toxic work conditions.

The workplace's physical hygiene requirements are also quite important. Newspapers, comfortable couches, chic accents, and adequate toilets may all be found in schools (Aldair, 2009). It is notable that the majority of teachers in rural areas of countries like Ghana, Sierra Leone, and Zambia indicate that their working conditions are low to extremely bad, despite the fact that there have been tremendous attempts to improve working conditions. Teachers' working conditions fall short of expectations when compared to those of their counterparts in other professions (Ladd, 2011; Mafora, 2013).Research on working conditions and job satisfaction was required in Kenya.

The school environment has a big impact on the availability of qualified and experienced instructors as well as their choices to continue in the sector. In

safe and supportive settings at their schools, teachers' work satisfaction might rise. The educational environment that students are exposed to affects the amount of information and skills they acquire (Forte & Flores, 2014; Simon & Johnson, 2015).

"Teacher collaboration" is the process through which educators work together in groups or teams to improve instructional practices and outcomes (Duyar et al., 2013). It is also possible to refer to the practice of teachers collaborating or working in teams to ensure the proper implementation of the curriculum as "teacher cooperation." According to Duyar et al. (2013) and Ronfeldt et al. (2015), teacher collaboration can improve teachers' commitment to their jobs, job satisfaction, and students' academic success. Teacher unrest may be a factor in students' discontent. Schools must provide an environment where teachers may work together and promote one another's professional growth. Teachers who work together are better at educating students (Jong et al., 2019). The academic development of children can be improved through teacher collaboration when developing classes (Reeves et al., 2017). According to Kramer et al. (2018), teams of instructors feel shared accountability and work satisfaction. Teachers are more likely to feel at ease in schools that promote cooperation because their social needs are met. Maslow's hierarchy of wants states that teachers need love and affection just as everyone else does. Collaboration-friendly environments in schools are more likely to keep instructors happy. When teachers get along well with one another, they are less irritated (Urick, 2016). It was discovered that ideas are crucial to the success of the school and are taken into account by other

teachers and administrators, and that sharing ideas with colleagues and the administration improves teacher satisfaction.

Furthermore, less work was required of each instructor since teachers worked together to design, carry out, review, and evaluate classes. This is important since a heavy workload could make instructors happy in their jobs. Principals must encourage and inspire teachers to take part in collaborative activities that enhance teaching and learning in their capacity as instructional leaders (Goddard et al., 2015). According to Tatar and Horenczyk (2003) and Urick (2016), alienation from coworkers and support systems is a common source of dissatisfaction among teachers. Collaboration can lessen feelings of isolation because it allows instructors to communicate freely and openly, which fosters outstanding performance and work satisfaction (Johnson et al., 2012; Vangrieken et al., 2015). Teachers strive for learning environments that will allow them to perform at their highest level. Lack of a supportive school atmosphere damages teachers' self-esteem and makes them frustrated since there is no one to turn to when there is a problem. Teachers who work in organizations that value cooperation are more likely to be satisfied with their jobs as educators because they feel valued and supported (Ingersoll & Smith, 2003; Johnson et al., 2012; Forte & Flores, 2014).

Teachers must help one another; collaboration in teams or groups promotes growth and development. Teacher work happiness can result from productive collaboration. The self-efficacy of instructors can be increased by well structured collaborative activities (Darling-Hammond, 2003; Ponjuan et al.,

2011). Cooperation and respect among staff members are fostered in an atmosphere at school that fosters an open culture (Mbua, 2003; Boyd et al., 2011). The likelihood of a teacher staying at a certain school is influenced by the environment of the school. Teachers are more likely to be content with the teaching profession if they think their school is a fantastic place to work.

High teacher turnover is associated with lower student accomplishment because departing instructors are typically replaced by people who are initially less effective and because of the general disruption that high replacement rates bring (Ronfeldt and Atteberry et al. 2016). High teacher turnover rates can potentially cause serious staffing problems for schools. When there are teacher shortages, school administrators frequently increase class sizes, hire less qualified candidates, or deploy more temporary instructors (Smithers & Robinson 2000). All of these actions have been linked to lower student achievement (Mocetti 2012; Fredriksson et al 2013; Schanzenbach 2006). Understanding the variables that affect teacher job satisfaction and turnover is essential. Studies using administrative data (information commonly gathered by the government for the sake of governing the education system) typically ascribe higher percentages of teacher turnover in specific schools to the challenges of educating impoverished kids.

However, Simon and Johnson (2015) point out that in six studies where efforts were made to control for the quality of teachers' working environments (information that is frequently not recorded in administrative datasets), "all or most" of the relationship between student characteristics and teacher turnover

was explained away. This has important policy repercussions since it implies that improving working conditions might boost teacher retention even in settings with impoverished student populations. Despite recent advances in our understanding, there is still a dearth of research examining the impact of working conditions on retention utilizing information from schools outside the United States. In an effort to remedy this gap in the research, this study uses the Teaching and Learning International Survey 2013 (TALIS) to examine the connections between working conditions and teacher turnover in 34 nations, including England. TALIS is an appropriate dataset for tackling this issue since it has more than 50,000 full-time instructors and over 40 distinct factors that evaluate working conditions.

By identifying and quantifying the relationships between different working conditions and teacher job satisfaction and desire to move schools, this research has the potential to guide school administrators' practice, particularly those who are dealing with staffing challenges. For example, Micklewright et al. (2014) and Sellen (2016) have both used the 2013 TALIS data to study bivariate (pairwise) relationships between working conditions and teacher turnover intentions.Other research (Duyar et al. 2013; Fackler & Malmberg 2016) used data from TALIS 2008 to model teacher job satisfaction and self-efficacy. This report goes beyond the existing research by simulating the effects of a variety of working conditions on both job satisfaction and the desire to switch schools, as well as by linking the TALIS survey data to administrative school-level data, including objective measures of pupil deprivation. Additionally, it uses exploratory factor analysis (EFA) to provide

a novel method for classifying and quantifying the working conditions variables in the TALIS survey.

Inadequate instructional materials may affect how happy teachers are. Lack of educational resources makes learning incredibly abstract. A wealth of instructional materials may improve instructors' effectiveness, deepen their commitment to their pupils, and promote work happiness. Teachers typically used their own money in the majority of developing countries to pay for school supplies. Instructional leaders are in charge of providing teachers with the materials and tools they need to successfully execute the curriculum. Inadequate teaching resources may affect instructional strategies and instructors' decisions to pursue alternative professions (Bahtilla, 2017).

Poor instructional materials make it challenging and boring to teach and learn, which may make instructors dissatisfied. Principals have a duty to ensure that instructors are utilizing instructional resources correctly, that they are of good quality, and that they are appropriate for the lesson at hand as their role as instructional leaders (Alabere, 2017; Bahtilla & Hui, 2020).Master, Sun, and Loeb (2018) found that ToCs had statistically substantially lower ratings of work satisfaction than White instructors based on three years of the nationally representative Baccalaureate and Beyond datasets. This discovery is comparable to that made by Renzulli et al. in 2007. Particularly, according to Master et al.'s 2018 study, 78 percent of Black and Hispanic teachers and 86 percent of White teachers, respectively, said they were content with their professions. Teachers who have obtained training through alternative

certification paths have reported lower levels of job satisfaction and greater rates of turnover in comparison to teachers with conventional certification (Redding & Henry, 2018; Redding & Smith, 2016).

2.7 Influence of head teachers participatory Decision Making and job satisfaction among teachers

Participatory decision-making refers to the process of including employees in decision-making. Both are used interchangeably in this article. The practice of encouraging workers to use their ideas to generate value and increase business efficiency is known as employee involvement or participation (Sofijanova & Chatleska, 2013). Employee engagement also refers to how directly workers apply their thoughts, abilities, and efforts to addressing problems inside the business and achieving its goals or objectives' participating, in the opinion of Bateman & Crant (2011), comprises people's involvement in decision-making processes, program execution, partaking in development benefits, and participating in assessment activities. Employee engagement is a concept that offers a strategy that gives workers additional opportunities to participate in decisions outside the direct purview of their professions (Devi, 2009). According to Westhuizen (2010), employee engagement refers to all forms of direct or indirect participation by individuals and groups in the decision-making process. According to Beardwell and Claydon (2007), employee participation refers to the division of decision-making authority between the employer and the employee, whether through direct or indirect engagement. Employee involvement also refers to the employees' involvement in decision-making processes at work.

Harpreet (2019) investigated how decision-making by employees affects companies. Employee participation in decision-making has been found to improve managers' performance as well as employees' attitudes, dedication, and productivity. It was necessary to conduct study at Nandi County's public primary schools. The key conclusion of the study is that employee decision-making offers an alternative paradigm to organizational productivity. The key findings of Nwoko and Emerole (2017) revealed a significant relationship between workers' involvement in decision-making and their level of commitment to the firm. Job satisfaction benefitted from and had a big impact on group commitment. Positive and substantial correlations were found between group leaning and job satisfaction and group commitment. The results suggest that employee participation in decision-making is highly appreciated since it boosts employees' feeling of loyalty to their own firms. Kazakhstano (2016). The similar investigation has to be conducted in Nandi's primary schools.

It is vital for academics to look at teachers' job satisfaction (JS) and participative decision making (PDM) since teachers make decisions regarding education (Mohammed, 2011). The results showed that instructors were more likely to actually and sincerely participate in institutional choices than in technical ones. Sarafidou and Chatziioannidis' study from 2013 looked at decision-making in Greek primary schools and how it linked to school and teacher variables. The study looked at three different decision-making domains: management, student, and teacher difficulties. The results showed that, while there was minimal engagement in the managerial domain, there

were significant levels of real participation in choices involving students' and instructors' problems.

The initial phases in decision-making include problem identification, activity planning, and execution strategies. The process includes participatory planning, execution, assessment, and feedback. The decision-making process (strategies) also includes policies (the determination of goals), resources (people, money, materials, and authority), and execution tools. In a school setting, the decision-making process's content value is determined by the school principal's capacity to create policies that seek purposeful action and carry them out in a way that ensures the best possible coordination of activities. The success of every organization, including educational institutions, depends heavily on the management's capacity to make sensible decisions.

Numerous studies (Bouwmans et al., 2017; Lai & Schildkamp, 2016) have found that involvement in decision-making may improve teachers' work satisfaction. Including teachers in key choices that directly impact their work, such as finances, teacher recruitment, planning, course design, and other curricular areas, is characterized as making decisions (Short, 1994). Having control over their workstation and classrooms offers instructors a sense of importance from their coworkers. Siuty et al. (2018) contend that instructors are most prepared to decide what happens in their classes. In order to confirm the link between decision-making participation and teachers' commitment, a quantitative study involving 159 teachers in secondary schools in Arusha, Tanzania, was conducted (Ngussa & Gabriel, 2017). The results of this study

demonstrated that teachers are committed to the success of their schools if they participate in the decision-making process. It was important to conduct the research since it focuses on public elementary schools in Kenya with a sample of 486 instructors.

The participation of teachers in various decision-making processes was examined by Sarafidou and Chat Ziioannidis (2013) in a survey study of 143 Greek primary school teachers. The results showed that their participation in decisions including teacher issues was a significant predictor of work satisfaction. Teachers are leaving the teaching profession as a result of job dissatisfaction brought on by a loss of their ability to influence decisions (Ingersoll, 2001; Boyd et al., 2011). In terms of decision-making, instructors usually lag behind. It is crucial that educators take part in decisions that have an impact on them. Giving teachers the chance to influence educational decisions can boost their work satisfaction (Jackson, 2013; Katz & Shahar, 2015; Torres, 2018). When school administrators include teachers in decision-making, they make them feel respected and empowered.

If their coworkers and supervisors treat them with respect and worth, teachers are more likely to be content (Sergent, 2003; Dou et al., 2017). If they feel that they aren't a part of the school as a result of being left out of decision-making, teachers may get disgruntled. In a supportive educational environment, stress is lessened, critical feedback is provided immediately, and the views and opinions of the instructors are taken into consideration (Sadri & Bowen, 2011; Fernet et al., 2012).

The majority of school administrators think that if teachers have a say in decisions, they would put their own interests ahead of the growth of the school as a whole (Bahtilla, 2017). Teachers who have this opinion of their leaders frequently experience feelings of isolation and undervaluation as a result of being excluded from choices that have an impact on the school. Teachers don't like it when this happens. Principals must have total trust in teachers in order for them to participate in decision-making that directly impacts them. Principals must be transparent, promote a positive learning environment, and provide opportunities for teachers to further their careers (Urick, 2016).A democratic leader provides everyone the chance to vote on the issue before making a decision. This type of leadership, which promotes collaboration, is advantageous to everyone. Principals must communicate the aims and objectives of their institutions to all pertinent stakeholders in order to ensure successful curriculum implementation (Hallinger et al., 2017; Campbell, 2018; Baptiste, 2019). The institution's leadership may have an impact on how happy teachers are with their jobs. Administrative support is necessary, and teachers appreciate it when administrators uphold equity and reward excellence. Teachers occasionally complain that administrators treat them rudely and in a non-professional manner.

The instructor can discuss topics related to their field of work freely thanks to participatory decision-making. When teachers are involved in decision-making, the internal efficacy of the educational system is boosted. The incentive of including teachers in decision-making is used by head teachers to

motivate staff to support and contribute to the achievement of the school's objectives.

According to Komal (2013), employee engagement is simply a management tactic that may be used effectively in particular situations. According to Ojokuku and Sajuyigbe (2014), employee participation in decision-making has been accepted as a management method for improving organizational performance by focusing on the shared goals of employees and managers. This is made real by include employee feedback in the mission statement, developing rules and procedures, determining remuneration, promoting employees, and determining benefits. Employee involvement in decision making, a hot subject in human resource management (HRM), is regarded one of the essential components of employee voice, which several management academics have identified as a growing management notion (Brinsfield, 2014).

In Nigeria, the concept of employee involvement is still in its infancy. The continuing labor conflicts and demonstrations, which have strained relations between the government, management, and workers and had disastrous effects on the education sector, serve as an example of this. credited the involvement of the negligent employees in decision-making for this threat (Ojokuku & Sajuyigbe, 2014).Due to the absence of employee involvement in decision-making inside the government, there has been a great deal of volatility, laxness, a high absenteeism rate, and resignations. Employee engagement in decision-making is crucial to the life of any firm in order to combat this attitude and maintain harmony in the employer-employee relationship.

Employee involvement in decision-making increases their sense of loyalty to the organization since it demonstrates that management respects and values each employee's viewpoint. Similar studies on the relationship between participatory decision-making and work satisfaction has to be conducted in Kenya.

The board and representatives believe that every employee contributes to the operation of the company. According to Pyman (2015), the involvement of employees in authoritative activities shapes their thinking and gives them the authority to provide services that are more effectively and honestly. Furthermore, he defines representative as a contact that involves investment, correspondence, and dynamic and that results in current majority rule governments and worker inspiration. Representatives who have made a significant impact may be seen as someone whose job serves as the main focus of their lives. Accordingly, several academics have hypothesized that employees with a high level of inclusion will exert substantial effort to achieve official goals and be less prone to abrupt turnover (Komal, 2013; Komal, Samina and Akbar, 2011). According to Ojokuku and Sajuyigbe (2014), participatory navigation (PDM), also known as representative participation in navigation, is concerned with shared dynamics in the workplace. According to Ojokuku and Sajuyigbe (2014), representational collaboration in decision making is the cycle in which at least two meetings influence one another when coming to decisions about certain arrangements, strategies, or options.

In 2015 study in Turkey, Olcuma and Titrek examined how administrators' decision-making processes impacted teachers' job satisfaction. According to the study, teachers' levels of work satisfaction were strongly affected by administrators' preferred methods of decision-making. Logical decision-making was used by most administrators, which was found to have a positive effect on work satisfaction. Avoidant decision-making, which was proven to have harmful effects, was rarely utilized by them. In a related study conducted in China in 2010, Chan and Huang found that when managers used an integrative conflict management method, their subordinates' work satisfaction increased and their chance of quitting increased.

For a number of reasons, it is recommended to adopt participatory decision-making. Information and facts may be gathered very fast since groups can jointly consider a wide range of alternative solutions and have a larger perspective. Participant satisfaction with the decision they have taken as a group is usual, and they will gladly support it. The instructor can discuss topics related to their field of work freely thanks to participatory decision-making. A teacher's engagement in participatory leadership is ethically justifiable, according to Bulinda, who was mentioned by Muinde (2010), given the magnitude of their time and effort commitment to the school organization. As a result, they no longer feel as alienated from the school administration. The breadth, scope, and content of participation activities should reflect position. Position in the hierarchy of the school organization should be reflected in the depth, scope, and substance of participative.

According to Karega(2010), the study demonstrated that head teachers involved the teachers in important decision-making, which encouraged them to work hard at their jobs by putting their trust in them to be accountable for important decisions affecting their schools.However, the study discovered that the head teacher seldom takes teachers' opinions into account when making decisions about their place of employment, which discourages instructors from doing their obligations. Teachers will be more driven to finish the project if they take ownership of it. More participative leadership, which is defined by honest engagement with subordinates and seeking their opinions before making choices, will result in many more instances of pleasure. The degree of participant discontent is reduced by this participative technique.

The majority of instructors felt the staff did not engage in participatory decision-making, according to Kihara's (2011) research. According to the findings, teachers' involvement in participatory decision-making directly affects how satisfied they are with their jobs. According to head teachers, the majority of teachers were content in their jobs since they had the chance to influence decisions. The results show that involvement in decision-making affected work satisfaction. The instructors said that the school administration should include the teachers in decision-making and the management of the school in order to boost their desire to do their tasks.

2.8 Summary of the Literature Review

It is clear from the aforementioned literature analysis that most research on management practices, such as task allocation, recognition, career

development, working conditions, and participatory decision making on job satisfaction, were conducted in several nations. Furthermore, only a small amount of study has been done in public elementary schools because the majority of them used samples from universities, colleges, and secondary schools. Furthermore, only two of the sub-variables of workload, working conditions, and job satisfaction among public school teachers were addressed in the studies conducted worldwide, regionally, and locally. There are still many empirical studies to be done in areas like job satisfaction in the global, regional, and local levels of recognition, career development, and participatory decision-making. As a result, a research in Nandi County was required. The gaps left by earlier investigations, which were evaluated here, are many. Iranian English instructors' employment satisfaction/dissatisfaction was the focus of Afshar and Doosty's (2014) study. In Nandi County, Kenya, it was necessary to investigate the leadership styles and work satisfaction of the head teachers (in all subject areas). (2018) Raymond conducted study on topics related to teacher job satisfaction and retention. This was a case study of six urban schools in Oklahoma District. The current study was an in-depth analysis of 486 Kenyan public elementary schools in the Nandi County. The problems with teacher retention were not the main focus of this study.

In Nairobi province, Njue (2010) investigated the employment satisfaction of secondary school teachers. This research was conducted more than ten years ago. Within the field of education, a lot has changed. This study was necessary to measure the work satisfaction of public primary school teachers in Nandi

County, Kenya. In the Puttalam Zone of Sri Lanka, Sumanasena, Nawastheen, and Jayawardena (2020) used a descriptive survey to examine teachers' work satisfaction in challenging locations. The studies were conducted in the banking industry and in higher education, respectively. Therefore, it was necessary to conduct study on how management methods in Kenya's Nandi County affected work satisfaction. Rensburg, Rothman and Diederecks(2017) carried out a study on supervisor support, flourishing and intention to leave in a higher educational setting.There was a need for study on the relationship between supervisor support and teachers' work satisfaction in Kenya's public elementary schools. In Nakuru County, Kenya, Thuku, Kalai, and Tanui (2018) explored the association between supportive leadership style and teachers' work satisfaction. They looked at correlations. The current investigation was conducted in Kenya's Nandi County. It was a descriptive study and didn't address leadership philosophies. In Machakos County, Kenya, Nzomo(2016) conducted study on the educational parameters impacting work satisfaction among public secondary school teachers. His research consisted of a descriptive correlation survey with 225 participants. A descriptive survey research in Nandi County, Kenya, needed to be conducted with a larger sample size of 486 instructors.

2.9 Theoretical Framework

The Herzberg-hygiene hypothesis, created by Fredrick Herzberg in 1968, as well as the job characteristic model by Hackman, Oldham, and even them, served as the foundation for this study (1980). According to Herzberg, factors that influence an employee's opinion of their job differently from those that

have a negative impact on it. Therefore, the idea goes, work happiness and dissatisfaction are two distinct things.

Motivational variables are aspects of the job that boost satisfaction but whose absence is not always accompanied by discontent. When offered to a person at a level of acceptability, hygiene factors on the workplace might lead to an increase in unhappiness.

Table 2.1: Herzberg Motivation and Hygiene Factors

Motivation factors	Hygiene Factors
Achievements	Supervision
Recognition	Working condition
Responsibility	Interpersonal skills
Advancement	Pay
Growth	Job security

Source: Herzberg (1966)

The motivation-hygiene theory of motivation, which contends that elements such as job assignment, staff recognition, working conditions, professional advancement, and teacher professional development may increase teachers' job satisfaction, is pertinent to this study. When teachers are suggested for advancement by their head teachers, satisfaction is likely to increase. However, if the head teacher does not suggest them for development despite their belief that they should, teachers' satisfaction is likely to suffer. On the other hand, head teachers are more likely to improve staff retention when they recognize and promote teachers' achievements. Head instructors can therefore

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use both motivating and sanitary elements. Management should be concerned with the nature of the work itself and the opportunities it provides employees to grow professionally, take on more responsibility, and reach their full potential if they want to increase employee job happiness.

Numerous studies have been done to test this theory, and the findings show that factors connected to the work can affect both happiness and discontent. The ideal has come under fire, with some arguing that motivation and cleanliness are separate aspects that make up completely different continuums. The Herzberg theory offers the elements of a job that satisfy essential needs, including security, room for progress, and favorable working circumstances. When these requirements are met, workers feel more comfortable and satisfied in their positions. The idea enables the researcher to get into greater detail about work satisfaction, which causes an organization-wide change to achieve job satisfaction and organizational progress. The two component hypothesis investigates how employees see their employment. It looks within to discover what motivates employees.

Additionally, it offers a framework for gauging employee job satisfaction and dissatisfaction as well as the performance of corporate undertakings. Despite the limits in my experiments, which I support with the work characteristics job model, the two factor theory was useful for the current research. The two factor hypothesis contends that happier employees will be more productive; however it ignores the possibility that productivity may be influenced by variables other than an employee's intrinsic drive. Even while working well, a

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project team member could occasionally feel unsatisfied with their employment. Finally, because everyone has different requirements, ambitions, and aspirations, my staff would rather concentrate on finishing tasks than seeking personal growth.

Additionally, the two component approach only applies to business projects and disregards department-specific difficulties that may affect employee satisfaction. Model for job characteristics offers a straightforward structure for the job characteristics that is simple to use and can be incorporated into the task design. Additionally, it gives a clear picture of what is desired. Since you are aware of the precise requirements for the position, it is simpler to assess these requirements and provide staff performance reviews. The researcher was forced to utilize a theory and a model in the current investigation as a result of this.

The Hack man and Oldham (1980) Job Characteristics Model. It argues that the three fundamental mental states of experience, seriousness, experienced liability for results, and information on the social consequences are influenced by five basic job qualities: capacity variety, errands recognize, task importance, independence, and input resulting in a negative impact on productivity and motivation. According to the work trademark model, an initiative is the representative's source of inspiration while a challenging, flexible job has a big impact on inspiration. By altering the real task, the work trademark model enables further development of representative execution and

occupational contentment. The concept suggests that if used successfully, it may create the conditions for a representative to succeed in their position.

People who are already employed by others may be motivated to start their own enterprises by the prospect of more alluring job benefits, according to entrepreneurship studies (Cromie, 1987). Furthermore (Schjoedt 2009). It was shown that despite the significant differences between company managers' and entrepreneurs' jobs, both groups' work characteristics might predict entrepreneurs' happiness with their jobs.

According to the 1974 work characteristics model created by Hackman and Oldham, there are five essential employment attributes that affect job satisfaction. The five key employment dimensions—autonomy, feedback, skill variety, work identity, and task significance—have been identified. It's critical to understand job characteristics and how they affect employees' job satisfaction inside a company. The positive effects of having a work well done are regarded to be reinforcing and function as an incentive for an employee to carry out the task at hand, increasing organizational effectiveness.

The Job Characteristics Model (JCM)'s validity has been largely supported by research (Price &The extent to which a work demands a range of different activities in order to be successfully done involved the use of a number of the employee's skills and capabilities, according to Muller (1986). According to Coelho and Augusto (2010), task identity fosters the notion that one's job is important and helpful, which in turn pushes one to perform well. The degree to which a job significantly impacts the lives or work of others, whether inside

the immediate company or in the outside world, was defined by Hackman and Oldham (1974). According to Hackman and Oldham (1974), autonomy is the extent to which a job gives the employee flexibility, independence, and choice in arranging their work and choosing the methods to be employed to do it. It is the rise of employee autonomy, power over decisions, and vertical responsibility.

According to Coelho and Augusto (2010), talents may be driven by autonomy. Hackman and Oldham (1974) defined feedback as the extent to which carrying out work-related activities enables an employee to learn about the effectiveness of his or her performance. Top management should give feedback to employees so they can understand what needs to change and better understand the nature of their work. Job satisfaction is substantially connected with the situational factors of autonomy, feedback, skill diversity, work identity, and task relevance, according to study by Coelho and Augusto (2010). Research by Katsikea, Theodosiou, Perdikis, and Kehagias (2011) that used this paradigm similarly discovered a substantial positive association between job autonomy, job diversity, and job feedback and the job satisfaction of sales managers.

According to studies, the situational elements autonomy, feedback, skill diversity, task identity, and task relevance are highly connected with work satisfaction (Anderson, 1984; Colarelli, Dean & Konstans, 1987). Furthermore, according to Noor Azzah and Rudzi (2007), there is a strong relationship between work satisfaction and the situational factors of autonomy,

feedback, skill diversity, task identity, and task relevance. As a consequence, the data are consistent with the following theories: H1: Job satisfaction is positively correlated with autonomy; H2: Job satisfaction is positively correlated with skill variety; H3: Job satisfaction is positively correlated with task significance; H4: Job satisfaction is positively correlated with task identity; and H5: Job satisfaction is positively correlated with feedback.

As a consequence, the findings for leadership, task importance, feedback, atmosphere, and skill diversity indicate that the job description and ratings for agreement are high. It was shown that autonomy (r=0.192, p0.05), task identity (r=0.206, p0.05), task importance (r=0.206), feedback (r=0.343, p0.05), and skill diversity (r=0.212, p0.05) all exhibit relatively positive relationships. Thus, the results of this study lend credence to the Job Characteristics Model (JCM) of Oldham and Hackman (1974) on job happiness. Spector and Jex (1991) found a small link between work satisfaction and the perception of job characteristics, with a value ranging from 0.32 to 0.46, which supported this. The results of the present study are in contrast to those of the study by Katsikea, Theodosiou, Perdikis, and Kehagias (2011), which found a strong and positive link between job autonomy, job diversity, as well as job feedback and job happiness. According to the data, the study validates the conclusions about work satisfaction made by Hackman and Oldham (1974).

This implies that all theories hold true to this. the research of Colarelli, Dean, and Konstans (1987) and Anderson (1984), which showed a relationship

between work satisfaction and the situational factors of autonomy, feedback, skill variation, task identity, and task relevance. It can be stated that among managers of fast food outlets, the five elements of the job characteristics model are most important for determining work satisfaction. According to this study, the employment of a single theory does not fully support the management strategies used by head teachers to increase teachers' work happiness. For this reason, I support the theory with a model of job characteristics.

2.10 Conceptual Framework

The conceptual framework exemplifies how management tactics used by head teachers impact teachers' perceptions of job satisfaction. The conceptual framework illustrates the relationship between the management strategies used by head teachers and their effects on the job satisfaction of teachers. When these characteristics are appropriately balanced, they can result in enhanced abilities and competence, committed work, high levels of internal work motivation, high levels of growth satisfaction, and high levels of overall job satisfaction. Working conditions, employment recognition, task distribution, promotion progression, and participatory decision-making are some of these aspects.

The conceptual framework illustrates how head teachers' management practices influence teachers' levels of job satisfaction. The conceptual framework shows a connection between management practices used by head teachers and how they affect the job satisfaction of teachers. When these components are well-balanced, they can provide high levels of internal work motivation, growth satisfaction, general job contentment, enhanced skills and competence, and dedicated effort, all of which will result in high levels of job satisfaction. These elements include favorable working circumstances, employment recognition, task distribution, promotion progression, and democratic decision-making.

Work allocation

- Skill variety
- Task identity
- Task significance

Recognition

- Monetary rewards
- Non-monetary rewards
- Rewarding by motivating

Process

Career advancement

- Autonomy
- Promotion
- Knowledge of cultural results
- Salary increase

Management of head teachers

Job satisfaction
- Turnover of teachers
- Personal growth
- Retention

Participatory decision making

- Feedback
- Responsibility for outcome
- Meaningfulness of work
- Freedom

Working conditions

- Facilities
- Clean environment
- Security

Figure 2.1: The Management practices of head teachers on job satisfaction of teachers

The link between independent and dependent variables is illustrated by the conceptual framework. The conceptual framework illustrates how head teachers' management practices influence teachers' job satisfaction. From Figure 2.1 job satisfaction is realized by Primary school teachers when the school management conforms to work allocation, recognition, encourage on career advancement, provide with good working conditions and involved in participatory decision making teachers easily get satisfied with the job. These results into increased job satisfaction exhibited in committed staff, low absenteeism and job retention among others.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study methodology is the main topic of this chapter, which also covers the research design, target population, sample size and sampling strategy, data collecting tools, data collection processes, data processing methodologies, and ethical issues.

3.2 The research design

The overall plan for doing scientific research is called the research design (Creswell, 2012). In order to describe the characteristics of a specific person or a group, a descriptive survey approach was utilized in this study (Kothari, 2004). To find out why things are the way they are, numerous respondents would be questioned using questionnaires and interviews in this study design (Orodho, 2009). Descriptive study design, in accordance with Hejase & Hejase (2013), entails explaining data gathered by condensing and presenting it in plots or numerical values that are simple to interpret. Therefore, this design was appropriate for examining the management practices of head teachers in public primary schools in Nandi County. Variables included in the investigation included work allocation, teacher recognition, career advancement promotion, working conditions, and teacher participation in decision-making. The greatest way to get first-hand information on a population that is too big to observe directly. Because the study population was huge and geographically dispersed, this strategy is also less expensive and

time-consuming because it allowed the researcher to utilize questionnaires to obtain a lot of data from the studied population.

3.3 Target Population

According to Kothari (2019), a target population is any group of people who have some qualities that the researcher is interested in. The complete group of people or things that the researcher has decided to examine is referred to as the target population (Matula et al. 2018). The study concentrated on public primary schools in Kenya's Nandi County, which had 691 principals and 5470 teachers dispersed among 6 Sub-Counties. The researcher also concentrated on the 32 Curriculum Support Officers from the County's zones (County Education Office, Nandi County, 2019).

Because they are the school administrators with the power to oversee instructors, the head teachers were singled out for attention. They must consequently be aware of management techniques that influence teachers' work happiness. The teachers, on the other hand, were singled out because they were going through changes to their working conditions, recognition, career progression, and decision-making processes.

3.4 Sample Size and Sampling Procedures

Sampling is a method, process, or procedure used to choose a subset of a population to take part in the study. In order for the people chosen for the research to accurately reflect the wider group from which they were drawn, a technique called representative sampling must be followed (Nanjundes Waraswamy & Divakar, 2021). According to Taherdoost (2017), a sample is a

smaller group or sub-group drawn from the available population. This subset was carefully chosen to reflect the key features of the entire population. Respondent refers to each individual participant or instance in the sample.

According to Mugenda & Mugenda, (2003) an adequate size of 10 to 20 percent is suitable for social sciences. Gordan (2001). However, this might increase to 30% if the population is tiny (Gall, Gall, & Borg, 2010).Orodho (2009) asserts that simple random selection is the least likely to introduce bias since it gives every research unit an equal chance of being chosen. The sample corresponding to each stratum's ratio was given to that stratum. The target population and sample size for this investigation are shown in Table 3.1.

Table 3.1: Target population and sample size

Sub-counties	Schools	Sampled Schools 17%	Head Teachers 17 %	Teachers	Teachers 10 % of 5470
Nandi Hills	93	16	16	726	73
Emgwen	93	16	16	772	77
Mosop	107	18	18	1116	112
Aldai	143	24	24	979	98
Tinderet	124	21	21	842	84
Chesumei	131	22	22	1035	104
Total	**691**	**117**	**117**	**5470**	**548**
		Simple random sampling			Simple random Sampling

There are 691 public elementary schools in Nandi County, which are dispersed throughout six Sub-Counties. When choosing Zones, the researcher used a

multi-stage random sampling approach. After deciding on the zones, the researcher randomly selected 17% of the elementary schools within each zone. Each of the public elementary schools that were sampled had a head teacher present. Then, from the target group of 5470 instructors, the researcher selected a sample of 548 teachers, or 10% of them. The stratified sampling was carried out at random. A stratified random selection divides the population into smaller groups according to criteria like gender, region, or grade level. In each school, 3–4 teachers from the sample population representing the majority gender and 1-2 teachers from the minority gender were chosen at random to complete the questionnaires. A sample of the 5 Curriculum Support Officers from various zones was interviewed. This was done using simple random technique. According to basic random sampling, there was an equal chance that each member of the assessable population would be selected. An easy and random sampling procedure was used to choose the final number of participating schools. Since each subject has an equal and independent chance of being chosen, random sampling is most likely to provide a sample that accurately reflects the population (Matula et al. 2018).

3.5 Data Collection Instruments

This study scheduled interviews with the curriculum support officers (CSO) and utilized questionnaires to gather information from the head teachers and teachers. Bias can be reduced by collecting data using a variety of ways (Best & Kahn, 2006). It deepens the investigation, hence enhancing the conclusions (McMurray, Pace & Scott, 2004).

3.5.1 Questionnaires: (Appendix ii and iii)

Orodho (2013) asserts that questionnaires are the most effective way to collect data in a descriptive survey design since they allow for the collection of data from a sizable population sample. Researchers typically use questionnaires to obtain data because they enable the quick gathering of substantial volumes of data from respondents. According to Cooper and Schindler (2018), questionnaires are typically substantially less expensive and take very little time to administer. According to Creswell (2018), questionnaires offer a method that is comparatively easy to understand and uncomplicated for examining values, attitudes, and motivations. Additionally, they are easily adaptable to gather information from practically any human group. They were therefore suitable for acquiring information from public elementary schools. Moreover, they are not impacted by the researcher's prejudice. They allowed for unconstrained explanations by including both closed- and open-ended questions. Teachers and head teachers also responded to the researcher's questions. The researcher can inexpensively obtain a significant number of data from a varied group of people who are occasionally distributed extensively over a geographic region by employing a questionnaire as a data collecting tool. Teachers and head teachers completed both closed- and open-ended questionnaires as part of the researcher's research methodology for this study. The head teacher questionnaire consists of two parts. In Section 1, background information on head teachers and teachers is given, and in Section 2, management strategies and head teachers' and teachers' opinions on the relationship between job satisfaction and variables like work allocation,

recognition, career advancement, working conditions, and participatory decision-making are presented.

3.5.2 Interview Guide: (Appendix iv)

This is a list of questions, either organized or not (Lunenburg & Beverly, 2008).An interview schedule provides a more illustrative dimension, making it easier for the reader to grasp the data than other techniques of data collecting that could only portray the facts in a more abstract way (Gillham, 2000).

The researcher receives thorough information on relevant instances from the interview guide. They allow the researcher to get a complete understanding from the Curriculum Support Officer and are useful for investigating delicate themes. According to Turner (2010), interviews offer a thorough grasp of how individuals perceive and connect to various elements. The technologies allowed the researcher to dig deeper and follow informative trails to discover more, therefore it was pertinent. Open-ended interview questions allowed Curriculum Support Officers to express themselves more freely while still adhering to the study's goals. Work allocation, recognition, career advancement, working conditions, and participatory decision-making were all addressed in the questions in relation to the management practices of head teachers and teachers' job satisfaction. According to Matula et al. (2018), interviews enable the researcher to collect more in-depth information since the researcher is able to elicit additional information from the respondent by probing and prompting them.

3.6 Validity of the Instrument

The degree to which variances found in the measuring device represent actual differences among test subjects is what is referred to as an instrument's validity. It shows how effectively a measurement device captures the target variable (Kothari 2008).The process of field-testing the questionnaires with surrogate participants, or people who have characteristics similar to those who were participating in the main research, is known as pretesting or a pilot study (Cooper & Schindler, 2018).The degree to which an empirical measure, or numerous measurements, of a concept properly represent that concept, or if the components of the measuring instrument individually or collectively represent what they are intended to measure, are the topics that are addressed (Orodho, Khatete, & Mugiraneza, 2016). Content validity was employed in this investigation. According to Sekaran (2013) and Saunders (2016), content validity is a measure of how well data obtained using a certain instrument corresponds to the topic under study. Expert assessment increased the validity of the instrument's content.

As advised by Best and Kahn (2006), the supervisors' expert and professional judgment was also used to the questionnaires and interview schedule. All of the variables and sub-variables used in the study were assessed using a variety of items on the instruments. In order to ensure content validity and that the questions made sense, certain PhD students in the department of Educational Administration and Planning were also given questionnaires to read and criticize (Saunderset al, 2009).

The researcher ran an instrument pretest during a preliminary pilot study on a small sample size of 2 CSOs, 12 head teachers, and 55 teachers in order to assess the validity of the instruments. After the study's findings were analyzed, the researcher interviewed two CSO and delivered questionnaires to teachers and head teachers, as well as conducting in-depth interviews with two CSO. Prior to starting the actual study, it was intended to evaluate the instrument's precision and clarity as well as the anticipated turnaround time for respondents to complete and return the questionnaires. Expert judgment was provided by the professionals from the Department of Educational Administration and Planning, and the findings from the supervisors were validated using the content validity.

3.7 Reliability of the Instrument

Mugenda & Mugenda (2010) define research instrument dependability as the level of internal consistency over time. According to Creswell (2018), dependability is a measure of how consistently a research instrument produces results after several trials. As a consequence, after several tests, consistency in the outcomes or data indicates the dependability of a research instrument. The test-retest approach was used to assess reliability. With this approach, the same respondents were questioned twice over the course of two weeks.

In accordance with Connelly's (2008) recommendation that a pilot sample should be 10% of the sample expected for the bigger parent study, the researcher utilized 55 teachers who were not engaged in the real study for the pilot study. This represents 10% of the sampled population of 548 instructors

for the actual study. After that, the Pearson's moment co-efficient formula was used to compute the correlation coefficient.

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

Where

= the sum of score in x distribution

Σy = the sum of score in y distribution.

= summation symbol

$\Sigma x2$= the sum of square scones in x distribution

Σxy = the sum of products of spilled x and y scones.

n = the total number of subjects.

According to the results, the instructors' questionnaire's correlation coefficient was 0.82. A coefficient of 0.80 or higher, in the opinion of Mugenda & Mugenda (2010), only indicates that the data are very reliable. The data collecting tools were thought to be quite dependable. According to Cohen, Manion, and Marison (2007 in Cherop, 2013), the emphasis of a qualitative research instrument's dependability is the researcher, who is viewed as the instrument itself. Additionally, reliability refers to a researcher's credibility, transferability, dependability, and conformability to his respondents.

3.8 Data Collection Procedures

The first step in the data collection process required the researcher to obtain an introduction letter from the University's School of Education, Department of Educational Administration and Planning, outlining the intention to carry out a

study and requesting consent from those who needed it. After that, the researcher applied for a research authorization with the National Commission for Science, Technology, and Innovation (NACOSTI).The researcher presented to the County Director of Education (CDE) Nandi County to tell the education personnel about the data collection. The researcher then went on to let the primary school administrators in the public know about the planned research. The researcher conducted interviews and self-administered questionnaires to the respondents. Punch (2001) asserts that the quality, reliability, and validity of the interview data may all be impacted by how interviewers manage access to respondents and initiate contact with them, with the help of two trained research assistants. The head teachers and teachers at the sampled schools were then given the questionnaires by the researcher. Within two weeks, the researcher gathered the completed surveys. In accordance with interview schedules, the researcher scheduled meetings with the sampled head teachers to conduct in-person interviews.

3.9 Data Analysis Techniques

Data analysis includes making sense of massive volumes of data, minimizing the amount of information, recognizing important trends, and developing a framework for articulating the evidence of what the data showed (Best & Kahn, 2011). The questionnaire results were checked for completeness prior to analysis. Data was entered into the computer and survey replies were coded using SPSS version 21.0, statistical software for social sciences.

Both quantitative and qualitative data were evaluated. Frequency and percentage analyses based on descriptive statistics were used. The outcomes were displayed in tables. The replies to the questionnaire data, which are responsible for producing quantitative data, were then classified, their frequencies totaled, then coded, and finally fed into a computer to produce quantitative data. Using a few indices and descriptive statistics, the researcher was able to accurately explain the distribution of scores (Mugenda & Mugenda, 2003). Teachers' responses to questionnaires were used to gather quantitative data, while Curriculum Support officers' responses to interview schedules were used to gather qualitative data. Data from surveys were numerically evaluated, while data from interviews and document analysis were subjectively assessed before being combined with the quantitative results. both inferential and descriptive.

There were statistics produced. Data were produced using descriptive analysis and were shown as tables, percentages, and figures. Data that was utilized to test the proposed hypotheses was created through inferential statistics. At 95% degree of freedom and 5% level of accuracy, the aforementioned hypotheses were tested using Pearson product moment correlation(r) and Chi-square. Data analysis was aided by the use of SPSS version 21.0, the Statistical Package for Social Sciences.

As part of the qualitative data processing process, the open-ended questions from the interview guide were transcribed, classified, and presented as narratives, verbatim, or turned into frequency tables. Inferential statistics, such

as the Chi Square, were used to investigate the hypotheses about the influence of head teachers' work distribution and the influence of teachers' recognition on job satisfaction. The Chi Square is either accepted or rejected when the significance threshold is set at 5%. Analysis of Variance (ANOVA) was used to test the hypotheses about management practices, working conditions, and career advancement.

3.10 Ethical Considerations

Any scientific investigation should be guided by ethical concerns, according to Fleming (2018). According to Bryman and Bell (2011), ethics are essential for every research, and it is the responsibility of the researcher to carefully consider the possibility of causing harm to study participants. Priorities include obtaining the respondents' answers in confidentiality and privacy, safeguarding them from physical and mental damage, securing their willing and informed agreement, and distributing the findings. Respondents received guarantees from the researcher on the privacy and confidentiality of the information collected. The importance of ethical considerations in the research process should not be underestimated. Plagiarism should be avoided and findings should be presented ethically.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The analysis, presentation, interpretation, and summary of the findings are the main topics of this chapter. These research findings were obtained through curriculum support officers' interviews and surveys given to instructors. Instrument return rate, background information, the impact of head teachers' work allocation, the impact of teachers' recognition, the impact of head teachers' encouragement of career advancement, the impact of working conditions, the impact of head teachers' participatory decision-making on job satisfaction, and a summary of the findings are all covered in the first section of the chapter.

4.2 Instruments Return Rate

However, the returned questionnaire findings revealed the following; The answer to the instruments return rate was carried out to 5 CSO, 117 head teachers, and 548 teachers in Nandi County. The surveys were filled out by 478 teachers, 5 CSO, and 96 head teachers. The overall information presentation and data analysis were built on the results of these questionnaires. This response rate was both high and satisfactory. The Table 4.1 response return rate is displayed.

Table 4.1: Questionnaire return rate

Type of instrument	Number administered	Number returned	%return rate
Curriculum support officers interview guide	5	5	100.0%
Head teachers Questionnaires	117	96	82.1%
Teachers' questionnaires	548	478	87.2%

The Curriculum Support Officers (CSO) interview guide's response rate interview schedule was 100%, as shown in Table 4.1.The return percentage for the head teachers' surveys was 87.2%.The return percentage for the instructors' surveys was 87.2%.The study above led to the conclusion that the returned rate was high and favorable. Kothari (2004) argues that a return rate of 60% or more is reasonable.

4.3 Background information of Respondents

The study's goal was to determine the gender, age, level of experience in the workforce, highest professional degree, and in-service training that teachers and head teachers had received.

Gender

4.3.1 Distribution of Respondents by Gender

In determining the effect of head teachers' management strategies on teachers' work satisfaction, the respondents' gender distribution was critical. The research examined the gender distribution of head teachers and teachers in the schools in Nandi County. The standing and expectations of society's male and

female members have undergone a significant shift in the past fifty years
(Aeran & Kumar, 2015; Lassabille & Gomez, 2020). The subject of teachers'
gender in connection to job satisfaction is a delicate one, according to
Aytac(2015) and Saiti and Papadopoulos(2015), considering that many
women have just entered the field. The outcomes are displayed in Table 4.2.

Table 4.2: Distribution of Respondents by Gender

Gender	Teachers f	%	Head teachers f	%
Male	238	49.8	73	76.0
Female	240	50.2	23	24.0
Total	478	100.0	96	100.0

Table 4.2 shows that women made up 240 (50.2%) of the study participants in
the teaching profession, while males made up 238(49.8%) of the group. Male
head teachers made up 73 (76%) of the group, while female head teachers
made up 23 (24%). This suggests that female instructors responded to the
research at a higher rate than male teachers. While there were more men than
women among the head instructors. The participation of both sexes is
important since, according to some writers (Bender et al., 2005; Clark, 1997;
Ishitani, 2010; Okpara et al., 2005), female instructors are satisfied in their
jobs.

Age

It was critical to distribute respondents by age in order to assess the effect of head teachers' management strategies on teachers' work satisfaction. The outcomes are displayed in Table 4.3.

Table 4.3: Distribution of respondents by Age

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

According to the distribution of instructors, 136 (28.5%) were over 50, 124 (25.9%) were between 40 and 50, 115 (24.1%) were between 30 and 40, and 103 (21.5%) were under 30.

According to head teacher statistics,45(46.9%) of them were between the ages of 40 and 50, 42 (43.8) percent were 50 or older, 6 (6.3) percent were between the ages of 30 and 40, and 3 (3.1) percent were under 30. The fact that head teachers are older than average is evidence that the TSC's appointment rules, which call for taking work experience and professional development into account, are being followed.These results are consistent with those of Mbaki

(2018), who noted that the majority of secondary school teachers in Kitui County, Kenya, were middle-aged individuals.

Work experience

To determine the impact of head teachers' and teachers' work experiences on job satisfaction, the distribution of respondents by working experience was also crucial. The results are shown in Table 4.4.

Table 4.4: Distribution of respondents by working experience

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

The plurality of teachers 174(36.4%), had at least 20 years of professional experience. This was followed by 157(32.8%) of those with 11–15 years of experience, 104 (21.8%) with 6–10 years, and 43(9.0%) with less than 0 years of experience. Due to their longer tenure in the field, this showed that the majority of instructors had greater experience in the teaching profession.

The employment histories of the head teachers revealed that 58 (60.4%) had been employed for 20 years or more, while 25(26.0%) had been employed for 11–15 years,8(8.3%) had been employed for 6–10 years, and 5(5.2%)had

been employed for less than five years. Many instructors have obtained promotions as a result of their expertise. As a result of their vast management and professional teaching expertise, it is clear that the majority of head teachers had experience in their roles for a considerable length of time.

Level of education

The distribution of respondents by educational level was crucial for determining the impact of management strategies used by head teachers on teachers' work satisfaction. Table 4.5 presents the findings.

Table 4.5: Distribution of respondents by level of education

Level of education	Teachers f	%	Head teachers f	%
Certificate P1	264	55.2	9	9.4
Diploma	98	20.5	34	35.4
Bachelors Degree	106	22.2	45	46.9
Masters degree	10	2.1	7	7.3
Total	478	100.0	96	100.0

To illustrate their degree of training, the educational level of the teachers and head teachers was determined from table 4.5. The majority 264 (55.2%) of the teachers' had a P1 certificate, followed by 106(22.2%) who had a bachelor's degree, 98(20.5%) who had a diploma certificate, and 10(2.1%) who had a master's degree. This demonstrates that the majority of the primary school

teachers in Nandi County hold P1 certificates. This proved that most teachers had the qualifications required by the teachers Service Commission to educate in primary schools.

According to Table 4.5, 45 (46.9%) of head teachers had a bachelor's degree, 34 (35.4%) had a diploma, 9 (9.4%) had a P1 certificate, and 7 (7.3%) had a master's degree. This is a result of the T.S.C. regulation that stipulates that in order to advance; head teachers must possess at least a bachelor's degree. Therefore, job satisfaction is influenced by length of employment.

In-service course

The in-service training was essential for determining how management strategies used by head teachers affected teachers' work satisfaction. Table 4.6 presents the findings.

Table 4.6: Distribution of respondents by in-service course

In-service course attended	Teachers f	%	Head teachers f	%
Yes	407	85.1	89	92.7
No	71	14.9	7	7.3
Total	478	100.0	96	100.0

According to Table 4.6, 407 (85.1%) of the instructors reported having taken an in-service course, as opposed to71(14.9%) who had not. This shows that

the majority of the teachers in Nandi County have completed in-service training, which is crucial for their professional development.

The 89 (92.7%) of the head teachers claimed to have completed an in-service course, while 7 (7.3%) denied doing so. This demonstrates that the majority of the county's head teachers have completed in-service training, giving them the knowledge, abilities, and self-assurance to find job satisfaction and the resources to further their professional growth.

4.4 Influence of head teachers Work Allocation and Job satisfaction among teachers

This component of the study sought to ascertain the association between teachers' job satisfaction and workload allocation in Nandi County, as shown in the table. The comments made by the teachers about the effect of the head teacher's workload and responsibilities on the teachers' job satisfaction are shown in Table 4.7. A=Agree, UN=Undecided, D=Decided, and SD=Strongly Disagree, where SA=Strongly Agree, A=Agree, and D=Decided. Table 4.7 presents the findings.

Table 4.7: Teachers' responses on aspects of work allocation and job satisfaction

Statement	SD	D	UN	A	SA	Mean	Sd
	f	f	f	f	f		
Teachers are provided with a clearly spelt out task	9%	24	5	293	147	4.14	0.819
	1.9	5.0	1.0	61.3	30.8		
Provide feedback to teachers on task performance	18%	65	10	285	100	3.80	1.036
	3.8	13.6	2.1	59.6	20.9		
Fair allocation of responsibilities to teacher	45%	19	14	247	153	3.93	1.163
	9.4	4.0	2.9	51.7	32.0		
Fair workload to teachers	36%	18	42	281	101	3.82	1.048
	7.5	3.8	8.8	58.8	21.1		
Apply skill	42%	45	15	257	119	3.77	1.181
variety while to perform tasks/ teaching	8.8	9.4	3.1	53.8	24.9		
Able to identity	14%	27	43	196	198	4.12	0.990
tasks from	2.9	5.6	9.0	41.0	41.4		
syllabus							
Identify task	10%	64	39	260	105	3.81	0.995
significance from subject results	2.1	13.4	8.2	54.4	22.0		
Average Mean						3.92	1.033

The majority of teachers 293 (61.3%) agreed that students are given tasks that

are clearly defined, with 147 (30.8%) strongly agreeing and 24

(5.0%)disagreeing. This suggests that the majority of respondents, with a mean of (M=4.14, SD=0.819), agreed that instructors should be given a job that was clearly defined. This shows that the head teachers of the public primary schools in Nandi County give the teachers the tasks that have been outlined.

The majority of instructors, 285(59.6%), agreed, followed by 100 (20.9%) who strongly agreed and 65 (13.6%) who disagreed. This suggests that the majority of respondents, with a mean of (M=3.80, SD=1.038), agreed that they should provide teachers' feedback on how well they performed their tasks. This suggests that the fact that the majority of teachers' in Nandi County get performance-related feedback from their head teachers may contribute to their work happiness. Interpersonal feedback from immediate superiors as well as co-workers may also help people better communicate their career goals and desires, much like how pertinent, timely, and detailed job feedback would encourage staff to seek career guidance from senior/older experienced co-workers (i.e., mentor) either inside or outside the company.Employees' unhappiness is a result of delayed feedback. This is consistent with what Kodavatinganti and Reddy (2019) discovered in their study, which indicated that the majority of instructors yearned for individualized input from their managers.

Similar research by Raymond (2018) revealed that the majority of Oklahoma District resigning teachers claimed that their managers did not acknowledge them. Sometimes they used proper language and attitude when providing

comments or even giving advice. According to Rick (2016), the boss must provide a favorable climate so that constructive criticism may be given. To preserve the teachers'honour among their peers and pupils, this was important. Such feedback also inspires instructors, improves their morale, and strengthens their rapport with their managers.

The Most of head teacher' 247 (51.7%) of the instructors agreed, compared to 153 (32.0%) who strongly agreed and 45(9.4%) who strongly disagreed. This suggests that most teachers in Nandi County believed that instructors are given a fair distribution of duties, with a mean agreement rate of (M=3.93, SD=1.163). The majority of head teachers equitably divide the work among the teachers, which has improved job satisfaction.Teachers labour under incredibly difficult circumstances in many Sub-Saharan African nations. These nerve-wracking circumstances are typified by large enrolments, understaffing, and hefty teaching loads. This leads to a disgruntled teaching staff. Some educators even choose to leave the profession altogether (SSenyonga & Hecker, 2021).This survey focused on teachers' opinions on their jobs' satisfaction. These results contrast with those of Kumar and Prakash (2016), who discovered that the majority of instructors were unhappy with their teaching loads. They claim that in recent years, teachers' workloads have been heavier both at work and beyond the office.

The results of this survey conflict with those of Mutwiri (2015), who discovered that 68.8% of Kenyan teachers in the Imenti South District were unsatisfied with their workload. These educators bemoaned the teacher

shortage that put them under too much pressure. The null hypothesis, "There is no significant influence of teachers' workload on levels of job satisfaction among public secondary schoolteachers in Nairobi County," was not rejected even though Odisa (2022) discovered that the significant threshold of 0.312 (p>0.05) was reached.

The head teachers' 281 (58.8%) of instructors agreed, followed by101(21.1%) who strongly agreed and 42(8.8%) who were undecided. This suggests that the majority of respondents, with a mean of (M=3.82, SD=1.048), agreed that they provide instructors a reasonable workload. This shows that the majority of head teachers at the majority of the schools in Nandi County fairly distribute the workload among the teachers, promoting job satisfaction. Over 70% of teachers in Nanyuki Municipality who participated in Wanjiku's (2018) study on work satisfaction in education reported being happy with their teaching loads. In contrast to (Skaalvik, and Skaalvik, 2017), this frequently agitated and worn out, leading to high rates of absence and burnout.Whether a teacher is pleased with their job depends on factors like the amount of time they spend on it and the learner-teacher ratio (Nzomo, 2016). Jendle and Wallnas (2017) found that teaching was the most stressful occupation in Sweden. 90% of the teachers surveyed reported feeling pressured, burned out, and that their workload was excessive.

198 (41.4%) of instructors strongly agreed with the statement, followed by 196 (41.0%) who agreed and 43 (9.0%) who were unsure. This suggests that the majority of instructors in Nandi County strongly agreed that they were

competent to recognize and comprehend activities from the syllabus, as seen by the mean opinion (M=4.12, SD=0.990).

The teachers' reaction was 260(54.4%) in favor, 105 (22.0%) strongly in favor, and 64 (13.4%) were opposed. disagreed in each instance. This suggests that the majority of respondents accepted the idea that they could identify task relevance from subject findings, with a mean of (M=3.81, SD=0.995). This shows that the majority of instructors in Nandi County were successful in deriving the task's importance from the subject outcomes, which led to their feeling well-motivated and content. This is consistent with Nyamura's (2012) finding that the majority of instructors were content with task importance.

Comparison of teachers' participation in workload distribution and job satisfaction. When HD is high dissatisfied, D stands for dissatisfied, MD for moderately dissatisfied, SS,strongly satisfied, MS for moderately satisfied, and HS for highly satisfied.Table 4.8 presents the findings.

Table 4.8:The head teachers responses on aspects of work allocation and job satisfactory

Statement	HD	MD	SS	MS	HS	Mean	Sd
	f	F	f	f	F		
Explain task clearly to teachers	1%	5	9	51	30	4.08	0.842
	1.0	5.2	9.4	53.1	31.3		
Provide feedback to teachers on task performance	2%	5	11	44	34	4.07	0.932
	2.1	5.2	11.5	45.8	35.4		
Fair allocation of responsibilities to teachers	3%	5	6	33	49	4.25	1.005
	3.1	5.2	6.3	34.4	51.0		
Fair workload to teachers	4%	6	13	41	32	3.95	1.050
	4.2	6.3	13.5	42.7	33.3		
Apply skill variety while to perform tasks/ teaching	1%	4	14	47	30	4.05	0.851
	1.0	4.2	14.6	49.0	31.3		
Able to identity tasks from syllabus	2%	1	7	34	52	4.39	0.838
	2.1	1.0	7.3	35.4	54.2		
Identify task significance from subject results	1%	4	8	39	44	4.26	0.861
	1.0	4.2	8.3	40.6	45.8		
Average Mean						**4.15**	**0.911**

51 (53.1%) of head teachers said they were "moderately satisfied" with their ability to communicate tasks to teachers, compared to30 (31.3%) who were "highly satisfied" and9 (9.4%) who were "slightly satisfied." This suggests that the majority of replies, with a mean of (M=4.08, SD=0.842), were only somewhat happy with their ability to communicate tasks to teachers. It suggests that most head teachers in most of the schools in Nandi County were

Moderately Satisfied with outlining tasks to teachers, which is encouraging. The results of the study on head teachers showed that 44 (45.8%) of them were somewhat satisfied,33 (35.4%) were highly satisfied, and11 (11.5%) were just slightly satisfied. With a mean of (M=4.07, SD=0.932), this suggests that the majority of respondents believed that they should provide teachers feedback on task performance. This shows that the majority of head teachers provide teachers feedback, which improves performance and encourages them to be happy at work.This is in agreement with Shusha's (2013) finding that when they get quick positive feedback, employees acquire a good attitude about their job. According to Eisenberger, Stinglhamber, Becker, Karagonlar, Neves, and Gonzalez-Morales (2010), Krasman (2012), Dobbeleaer, Prins, and Van Dongen (2013), employees often see feedback as the supervisor's and therefore the company's attitude towards them. Lo Cascio, Smeaton, and Waters (2016) observed in their study that instructors were extremely satisfied with supervisors that provided timely feedback, were adaptable, and were interested in their performance. This made the professors more attached to their institutions, which decreased the likelihood that they would leave. Contrary to what Odisa (2022) discovered, 70% of instructors were dissatisfied with their principals because they failed to provide quick feedback. According to Eisenberger, Stinglhamber, Becker, Karagonlar, Neves, and Gonzalez-Morales (2010), Krasman (2012), Dobbeleaer, Prins, and Van Dongen (2013), employees often see feedback as the supervisor's and therefore the company's attitude towards them. Lo Cascio, Smeaton, and Waters (2016) observed in their study that instructors were extremely satisfied

with supervisors that provided timely feedback, were accommodating, and were interested in their performance.This made the teachers more attached to their institutions, which decreased the likelihood that they would leave. Employees' satisfaction is a result of delayed feedback. This is consistent with what Kodavatinganti and Reddy (2019) discovered in their study, which indicated that the majority of instructors yearned for individualized input from their managers.

The majority of head teachers 49 (51.0%) were Highly Satisfied, followed by 33 (34.4%) who were Moderately Satisfied and 6 (6.3%) who were Slightly Satisfied. This suggests that the majority of head teachers M=4.25, SD=1.005 were Highly Satisfied and that teachers were given equitable responsibility distribution. This means that, in the majority of the schools in Nandi County, head teachers were in agreement that teachers were given a fair distribution of duties.

According to the results, 32 (33.3%) of head teachers were highly satisfied, while 13 13.5% were just somewhat satisfied. This leaves 41(42.7%) of head teachers in a moderately satisfied state. This suggests that the majority of respondents, with a mean of (M=3.95, SD=1.050), were Moderately content that, in the majority of schools in Nandi county, head teachers provide teachers a reasonable workload, causing them to be content with their jobs. Teachers labour under incredibly difficult circumstances in many Sub-Saharan African nations. Heavy teaching loads, insufficient personnel, and large enrolments are the defining characteristics of these stressful circumstances. This leads to a

disgruntled teaching staff. Some educators even choose to leave the profession altogether (SSenyonga & Hecker, 2021). This survey focused on teachers' opinions on their jobs' satisfaction. These results contrast with those of Kumar and Prakash (2016), who discovered that the majority of instructors were unhappy with their teaching loads. They claim that the workload for teachers has risen recently, becoming more demanding outside of the classroom as well. The results of this survey also diverge with those of Mutwiri (2015), who discovered that the majority of Kenyan teachers in the Imenti South District were unhappy with their workload (68.8%). These educators bemoaned the teacher shortage that put them under too much pressure. Odisa (2022), "There is no significant influence of teachers' workload on levels of job satisfaction among public secondary schoolteachers in Nairobi County," was not rejected due to the significant level of 0.312 (p>0.05).

The majority of teachers, according to Mutwiri (2015), were extremely unsatisfied with their workload and the teacher-to-student ratio. This was ascribed to the fact that most of these schools are single-streamed and that instructors often have a heavy workload due to a teacher shortage. Typically, instructors who have more than 22 classes per week claim that they are overworked and this makes them unhappy at work.

The majority of head teachers 47 (49.0%) were somewhat satisfied, compared to 30 (31.3%) highly satisfied and14(14.6%) slightly satisfied. This suggests that the majority of respondents, who reported a mean satisfaction level of (M=4.05, SD=0.851), were moderately satisfied, and that they are able to use a

range of skills while teaching and carrying out tasks to promote contentment. Research has shown that skill diversity is highly connected with work satisfaction (r=0.212, p0.05) (Anderson, 1984; Colarelli, Dean & Konstans, 1987).While Nyambura (2012) discovered that the majority of instructors were pleased with the diversity of skills

The Predominance52(54.2%) of the head teachers reported being extremely satisfied, compared to34(35.4%) who were somewhat satisfied and 7 (7.3%) who were slightly satisfied. This suggests that the majority of head teachers in Nandi County, with a mean of (M=4.39, SD=0.838), were Highly Satisfied, indicating that they were able to recognize tasks from the curriculum and, as a result, increase work satisfaction.Furthermore, Noor Azzah and Rudzi (2007) found a strong correlation between task identity and work satisfaction (r=0.192, p0.05).

The percentage of highly satisfied head teachers was 44 (45.8%), followed by moderate satisfaction at 39(40.6%) and slight satisfaction at 8 (8.3%). This suggests that the majority of head instructors were Highly Satisfied in determining task importance from subject analysis and outcomes, which boosted motivation and satisfaction, with a mean of (M=4.26, SD=0.861).This is in agreement with Noor Azzah and Rudzi's 2007 research, which found a strong correlation between work satisfaction and task relevance (r=0.206, p0.05). While Nyambura (2012) discovered that the majority of instructors were content to recognize task relevance.

Table 4.9: Chi-square test between head teachers involvement in work allocation of teachers and teachers' job satisfaction

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.596[a]	8	.008
Likelihood Ratio	22.380	8	.004
Linear-by-Linear Association	3.650	1	.056
N of Valid Cases	96		

The results of the Chi-square (2) test between head teachers' participation in assigning teachers' workloads and teachers' job satisfaction are shown in Table 4.9. According to the Chi-square test, (df=8, Pearson Chi-square(2)=20.596a, p=0.008 at 0.05 level. This demonstrates that there is a statistically significant correlation between the engagement of head teachers in assigning work to teachers and their job satisfaction. The findings were consistent with those of Dahm and colleagues (2015), who found that whereas teaching hours had negative relationships with wellbeing and job satisfaction, research hours had good connections with both. Bozeman and Gaughan (2011) discovered no link between the number of hours spent conducting research and work satisfaction. The length of service wasn't looked at.

Following are some of the comments from the Curriculum Officers (coded CSO) who were questioned about the participation of headteachers in the workload distribution of teachers and teachers' job satisfaction:

CSO 1: The time allotted in the school plan for numerous events and programs is restricted, and the supervisors' knowledge and abilities are insufficient to carry out the plans.

CSO 2: When attempting to assign work to head teachers in their Zones, they lack travel facilitation

 CSO3: Head instructors deal with heavy workloads and a lack of community and stakeholder assistance.

CSO 4: Head teachers are dissatisfied with their workload, which may be ascribed to their sporadic attendance and inefficient management of the work, which lowers job satisfaction in the school.

Based on the replies from CSO1, CSO2, CSO3, and CSO4, it is clear that a head teacher's work allocation is crucial to the provision of services and, as a result, reflects whether he or she is content with the position.

4.5 Influence of teachers recognition by head teachers on job satisfaction

The researcher tried to ask questions on head teachers' acknowledgment of teachers in order to determine the impact of that recognition on work satisfaction. The results from the impact of teachers' work satisfaction on recognition are shown in Table 4:10. UD stands for "Undecided," A for "Agree," and SA for "Strongly Agree." The results are shown in Table 4.10.

Table 4.10: **Teachers' responses on aspects of recognition and job satisfaction**

Statement	SD f	D f	UD F	A f	SA f	Mean	Sd
Provide Monetary rewardsby head teacher	90% 18.8	116 24.3	53 11.1	170 35.6	49 10.3	2.94	1.327
Provide Non-monetary rewards by head teacher	42% 8.8	156 32.6	39 8.2	164 34.3	77 16.1	3.6	1.281
Highly recognition by parents and guardians	18 % 3.8	93 19.5	89 18.6	182 38.1	96 20.1	3.51	1.127
Provide rewards by Boardof management	84% 17.6	74 15.5	34 7.1	201 42.1	85 17.8	3.27	1.386
Average Mean						**3.35**	**1.091**

The results show that the majority of teachers170 (35.6%) are a greed for financial benefits from the head teacher, while 116 (24.3%) are in disagreement and 90 (18.8%) are strongly opposed.(Mean = 3.16; Sd = 1.281). This shows that the majority of the teachers in Nandi County approved of their head teachers giving them financial incentives, leading to their work satisfaction. According to Ali and Ahmed (2009), adjustments to rewards and recognition can result in a discernible shift in employees' levels of job satisfaction and motivation. They reaffirmed the significant advantages of monetary compensation and acknowledgment of job satisfaction.

According to Muhoro (2013), the majority of head teachers in public elementary schools have started using financial incentives to raise staff morale. The experience is even more incredible for the recipient when a teacher receives financial compensation while also experiencing extreme joy and enthusiasm (Weinstein, 1997). Workplace motivation and satisfaction can alter significantly in response to adjustments in incentives and recognition (Ali & Ahmed, 2009). The considerable favorable benefits of monetary rewards and recognition on work motivation and performance were validated by Ali and Ahmed (2009). Teachers were asked to rate how much they agreed with several pertinent statements on the usage of financial incentives at their schools in order to better understand the impact of financial incentives on work satisfaction among educators.

According to Muhoro's (2013) study's findings, the majority of instructors concurred that financial incentives exist to encourage teachers, that teachers are compensated depending on their performance, and that there are sufficient financial incentives for each teacher. Similar to what teachers discovered, the majority of head teachers used financial incentives to motivate and reward their staff.

According to the results,164 (34.3%) of instructors agreed, compared to 156 (32.6%) who disagreed and77(16.1%) who strongly agreed. (Mean = 3.51; Sd = 1.127). This demonstrates that the majority of teachers in Nandi County approved of their head teachers' supply of non-financial incentives, which helped teachers', feel self-satisfied with their work. This is corroborated by

Wambasi (2015), who found that 70.26% of teachers approved of the head teacher's acknowledgment. Giving teachers positive reinforcement for their efforts and acknowledging their accomplishments in both public and private settings helps them feel valued (Steyn, 2002). Everyone in the organization, regardless of rank, wants their accomplishments at work to be acknowledged. Vail (2005) concurs that instructors do in fact want for praise, adoration, and feedback about their accomplishments, and that this is likely to inspire them professionally. Psychic rewards (acknowledgment of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable workload, adequate resources and pay, and learning opportunities that provide challenge and accomplishment have all been found to increase commitment to teaching and the workplace (Ololube, 2007). The performance and work satisfaction of Nigerian teachers have not been found to be impacted by extrinsic incentives, such as merit pay or successful teaching prizes (Ubom, 2001).

According to Mikander (2010), the correct mix of monetary and immaterial rewards may increase employees' loyalty to the organization and increase their drive for their job. Mbogo (2015) said that material presents are used to reward successful workers. Teachers' work satisfaction is improved by rewards. This concurs with Ubom (2001), who claimed that among Nigerian teachers, extrinsic incentives such as merit pay or prizes for successful teaching have not been observed to improve teachers' work satisfaction and performance.

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According to the data,182 (38.1%)of instructors agreed,96(20.1%) strongly agreed, and 89 (18.6%) were undecided (Mean=3.51, Sd=1.27).This suggests that the majority of teachers in Nandi County support parental and guardian recognition. The results support Wambasi's (2015) conclusion that the majority of teachers (71.15%) were happy with the acknowledgment from their peers, whereas only 56.72 percent were happy with the recognition from parents. Parents' engagement in education has an impact on teachers' work satisfaction in public primary schools, according to Mbogo (2015). Parent teacher meetings, school committee meetings, and general meetings all involve parents. This is so that parent engagement may benefit kids, parents, teachers, and schools through improving education. Parents should participate in a variety of ways. According to Kimiya (2011), parents should participate in school activities in a variety of ways, and school staff members should spend time motivating and educating parents to do so.

According to the statistics, 201 (42.1%) of instructors agreed, followed by 85 (17.8%) who strongly agreed and 84 (17.6%) who strongly disagreed.(Mean: 3.27; Sd: 1.386).This suggests that the majority of the teachers in Nandi County are content with their jobs since they were compensated by the management board. The results diverge from those of Wambasi (2015), who found that the majority of instructors (54.96%) were not pleased with the Board of Management's recognition. Table 4:11 lists the responses from head teachers about factors of job satisfaction and recognition.The results are shown in Table 4.11

Table 4.11: Headteachers' response on aspects of recognition and job satisfaction

Statement	HD f	MD f	SS f	MS f	HS F	Mean	Sd
Provide Monetary rewards	6% 6.3	17 17.7	32 33.3	28 29.2	13 13.5	3.26	1.098
Provide Non-monetary rewards	7% 7.3	10 10.4	24 25.0	41 42.7	14 14.6	3.47	1.095
Highly motivated by fellow teachers as a team	1% 1.0	7 7.3	25 26.0	35 36.5	28 29.2	3.85	0.962
Rewarding of teachers by parents	10% 10.4	25 26.0	29 30.2	20 20.8	12 12.5	2.99	1.183
Provide the rewards by Board of management	7% 7.3	18 18.8	35 36.5	23 24.0	13 13.5	3.18	1.115
Average Mean						**3.35**	**1.091**

This shows that the majority of head teachers 32 (33.3%) were only somewhat happy with the monetary incentives offered, compared to 28 (29.2%) who were moderately satisfied and17 (17.7%) who were quite dissatisfied.(Mean = 3.26; Sd = 1.098).This suggests that most Nandi County head teachers are only marginally happy with the availability of financial incentives for motivation and consequent work satisfaction. This study's findings concur with those of Ali and Ahmed (2009), Fisher and Ackerman 1998), Werther and Davis (1993), and Mwangi (2012), who found that there is a crucial connection between reward and recognition and that giving employees a financial benefit without a big show also loses its significance. The monetary

prize may be part of the acknowledgement, but it is not significant or of any consequence. The degree to which incentives are in line with what employees anticipate from their employers, as well as with their own needs, wants, and desires, is a key determinant of job satisfaction. It was shown that teachers' salaries are a significant role in their work happiness. The findings contradict those of Mandera (1995), who claimed that there are a number of variables that influence a job. These data suggest that teachers' job satisfaction is influenced by acknowledgment. Agree with Weinstein's claims from 1977 that rewards and recognition affect instructors' motivation and job satisfaction. Weinstein went on to say that when an employee receives a monetary incentive together with extraordinary enjoyment and pleasure, the event is made even more amazing for the receiver. These results also support Sergeant & Hannum's (2005) assertions that instructors get acknowledgment for their talents and accomplishments in the teaching profession.

41 (42.7%) of head teachers reported being very satisfied, followed by 24(25.0%) who reported being slightly satisfied and 14 (14.6%) who reported being extremely satisfied. (Mean: 3.47; Sd: 1.095).This suggests that the majority of head teachers in Nandi County were quite pleased with the availability of non-cash incentives for inspiration and fulfillment. According to Dartey-Baah (2010), if supervisors and coworkers, whose opinions are valued by employees, acknowledge employees' successes by giving credit where credit is due, employees will be satisfied with and devoted to their job. Additionally, acknowledgement is one of the qualities that influence contentment and unhappiness that is most frequently mentioned, especially

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among employees. As a result, businesses are increasingly using social recognition systems, in which employers utilize non-cash rewards to recognize and reward employees for engaging in certain behaviors (Long and Shields, 2010). Additional support for this claim was provided by Zakaria et al. (2011), who claimed that understanding the methodologies, measures, and targets used while introducing any rewards and communication (clear and open communication) depend on how transparent a practice is perceived by employees. Ivana et al. (2009) add that reward methods must follow a complete and open openness regarding rewards, the communication of the availability of the prizes, the requirements that must be satisfied, and the identification of the award recipients. Employees will believe that awards are fair if there is openness and transparency.

The majority of head teachers, 35 (36.5%), reported being moderately satisfied, followed by 28 (29.2%) who reported being highly satisfied and 25 (26.0%) who reported being little satisfied (Mean=3.85, Sd=0.962).This suggests that the majority of the county's head teachers were only somewhat happy with the praise they received from parents and guardians, which helped them feel better about themselves and enjoy their work more. This is in line with Wambasi's (2015) finding that 71.99% of instructors were either somewhat happy or satisfied with the parents' acknowledgement.

30.2% of head teachers reported being Slightly Satisfied, compared to 20 (20.8%) who reported being Moderately Satisfied and 25 (26.0%) who reported being Moderately Dissatisfied.(Mean = 2,99, Sd = 1,183). This suggests that

the majority of head teachers in Nandi County were only marginally happy with the way in which compensating teachers and parents led to increased work satisfaction.

35 (36.5%) of head teachers reported being just little content, while 23(24.0%) reported being moderately satisfied, 18 (18.8%) reported being moderately dissatisfied, and 13 (13.5%) reported being strongly disagreed.(Mean = 3.18; Sd = 1.115).This suggests that the majority of the county's head teachers were only marginally pleased with the prize that the Board of Management had provided. The results are shown in Table 4.12.

Table 4.12: A cross tabulation on factors that contribute to teachers' job satisfaction

Factors that contribute to teachers Job satisfaction	Rewarding of teachers by head teachers					
	Highly dissatisfied	Moderately dissatisfied	Slightly satisfied	Moderately satisfied	Highly satisfied	Total
Providing good healthy working environment	2	6	12	6	3	29
Reasonable remuneration	3	12	9	8	5	37
Staff housing to be provided	5	7	8	6	4	30
Total	10	25	29	20	12	96

Table 4.12 provides information about creating a comfortable, healthy workplace. The provision of a good, healthy workplace by head teachers increased the degree of job satisfaction for 12 respondents, while 6 were somewhat and six were dissatisfied. Reasonable compensation increased the

work satisfaction of the 12 respondents, the majority of them were somewhat unsatisfied, while 9 were mildly satisfied and 5 were severely dissatisfied.

Head teachers will offer staff housing.In contrast to the 7 moderately dissatisfied respondents and the 4 very satisfied respondents, 8 respondents reported being just somewhat satisfied. The findings of the Chi-square test on head teachers' recognition of teachers and work satisfaction are presented in Table 4.13.

Table 4.13:Chi-square test between recognition of teachers by head teachers'and job satisfaction

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.566[a]	8	.803
Likelihood Ratio	4.355	8	.824
Linear-by-Linear Association	.301	1	.583
N of Valid Cases	96		

The findings of the Chi-square (2) test between head teachers' appreciation of teachers and work satisfaction are presented in Table 4.13. The results of the Chi-square test were (df=8, Pearson Chi-square (2)=4.566a, p=0.803 at the 0.05 level. This demonstrates that there is no statistically significant association between teachers' work happiness and the accolades they receive from their headteachers in Nandi County. According to Dartey-Baah (2010), if supervisors and co-workers, whose opinions are valued by employees, acknowledge employees' successes by giving credit where credit is due, employees will be satisfied with and devoted to their job. He continued by

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saying that acknowledgement is one of the qualities that determine contentment and unhappiness that is most frequently mentioned, especially among employees. As a result, businesses are increasingly using social recognition systems, in which employers utilize non-cash rewards to recognize and reward employees for engaging in certain behaviors (Long and Shields, 2010). Additional support for this claim was provided by Zakaria et al. (2011), who claimed that understanding the methodologies, measures, and targets used while introducing any rewards and communication (clear and open communication) depend on how transparent a practice is perceived by employees. Ivana et al. (2009) add that reward methods must follow a complete and open openness regarding rewards, the communication of the availability of the prizes, the requirements that must be satisfied, and the identification of the award recipients. Employees will believe that awards are fair if there is openness and transparency.

Here are some of the Curriculum Officers (coded CSO) we spoke with about work satisfaction and teacher recognition.

CSO1: At work stations, they respect one another and promote teamwork.

CSO2: They note student punctuality, the efficient delivery of the curriculum, and competent supervision.

CSO3;Effective rewards are used to recognize teachers' performance

CSO4;Performing Leadership roles in the classroom help teachers gain respect.

According to the comments from CSO1, CSO2, CSO3, and CSO4, it is clear that instructors feel valued and perform even better when they are given prizes and leadership positions.

4.6 Influence of head teachers encouragement on Career advancement on teachers job satisfaction

In an effort to ascertain the impact of head teachers' encouragement on teachers' work happiness, the researcher made an effort to ask questions that were related to their advice on career growth. The findings of the poll questioning teachers about the influence of their heads' support for career progression are shown in Table 4:14. A stands for "agree," SA for "strongly agree," D for "disagree," and UN for "undecided." The results are shown in Table 4.14.

Table 4.14:Teachers' response on encouragement on Career advancement and job satisfaction

Statement	SD f	D f	UN f	A f	SA f	Mean	Sd
Appreciate further studies	14% 2.9	27 5.6	69 14.4	201 42.1	167 34.9	4.00	0.993
Advancement makes teachers better	9% 1.9	23 4.8	29 6.1	189 39.5	228 47.7	4.26	0.912
Potential for opportunities enhance job satisfaction	28% 5.9	19 4.0	38 7.9	205 42.9	188 39.3	4.05	1.076
Encourages promotion of teachers	46% 9.6	47 9.8	39 8.2	159 35.4	177 37.0	3.80	1.295
The advancement is autonomy	32% 6.7	42 8.8	113 23.6	209 43.7	82 17.2	3.56	1.081
Allowed salary increase	83% 17.4	90 18.8	81 16.9	135 28.2	89 18.6	3.12	1.378
Average Mean						**3.80**	**1.123**

According to the results, the majority of teachers 201 (42.1%) agree that they value further research, with 167 (34.9%) strongly agreeing and 27 (5.6%)disagreeing in that order. With a mean of (M=4.00, SD=0.993), this suggests that the majority of the instructors were in agreement that they were encouraged to continue their education in the Nandi county. This concurs with Odisa (2022), who discovered that teachers' work satisfaction was increased by principals' value of the training possibilities available to them. These results are in line with those of Sirima and Popoi (2010), who discovered that teachers' work satisfaction significantly fell if they believed they had little options to progress their careers through training. Iqbal, Aziz Farooq, and Ali (2016) found that supervisor support was the second-best predictor of teachers' work satisfaction in their study in Faisalabad, Pakistan. The attitude of their superiors, particularly the value they placed on career advancement and training opportunities, pleased the teachers much. These results corroborate those of Ingersoll, Marinell, and May (2014) as well as Kraft, Marinell, and Shen-Wei Yee (2016), who discovered that the availability of professional development opportunities boosted teachers' work satisfaction. These courses boosted the effectiveness of the teachers while also boosting their retention. Odisa (2022) demonstrates how crucial it is for principals to appreciate the importance of teacher training opportunities. The findings of this survey contradict those of Ayele (2014), who found that the majority of Ethiopian public school teachers (92.4%) were very unhappy with the scope of training options.

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This shows that the majority of teachers189 (39.5%) were in agreement, compared to 228(47.7%) , who were very in agreement and 29 (6.1%) who were undecided. This suggests that the majority of the instructors were in agreement that advancement improves and makes them happier, with a mean of (M=4.26, SD=0.912). These results support (Sogomo1993), who found that employees are content with their existing positions if they believe they have a road to advancement, more responsibility, and greater pay. According to Wasonga (2004), as a teacher's professional grade level rises, so does their degree of job satisfaction. Studies show that some employment standards established by the Teachers Service Commission (TSC) on how to handle particular difficulties have been disregarded, one of which is that of teachers' upward mobility. Additional training programs and in-service training should be available to help instructors advance toward effectiveness.

This demonstrates that the majority of teachers 205 (42.9%) were in agreement, followed by188 (39.3%) who strongly agreed and 38 (7.9%) who were undecided. This suggests that the majority of teachers in Nandi County agreed, on average (M=4.06, SD=1.076), that having possibilities for advancement increases work satisfaction.

This demonstrates that, at 177,(3 7.0%) of instructors strongly agreed with the statement, compared to 35.4% who agreed and47 (9.8%) who disagreed. With a mean of (M=3.80, SD=1.295), this suggests that the majority of the teachers in Nandi County concur that head teachers support teacher advancement because it results in work satisfaction. Dehaloo discovered that instructors had

reservations about how teachers were chosen and promoted. Similar findings were made by Mhozya (2007), who investigated the work satisfaction of primary school teachers in Botswana. She discovered that a sizable portion of the instructors were dissatisfied with the methods of promotion. The findings contrast with those of Wambasi (2015), who discovered that they were dissatisfied with the system of teacher advancement, which had a negative impact on work satisfaction.

According to the results above, 209 (43.7%) of the instructors agreed, while 82 (17.2%) strongly agreed and 113 (23.6%) were undecided. This suggests that the majority of teachers in Nandi County strongly agreed that autonomy is the key to development, with a mean agreement of (M=3.56, SD=1.081). Sergiovanni (2009) argues that effective schools that work to create a supportive environment, that allows teachers to perform their tasks, participating in decision-making, having autonomy in their work, having recognition, given respect, working well with other colleagues, and being provided with opportunities for self-development, thus resulting in teacher commitment, creativity, and work persistence reducing turnover intentions.

According to this, 135 (28.2%) of the instructors agreed, while 90(18.8%) of them strongly disagreed and 89(18.6%) strongly agreed. According to a mean (M=3.12, SD=1.378) of Nandi County teachers, it appears that the majority of them concur that a permitted wage rise increases job satisfaction.Oswald (2008) disagrees, arguing that the work's position matters more than pay when gauging job satisfaction. According to his survey, pay has a little impact on

work satisfaction. However, he discovered a direct correlation between job happiness and a worker's position inside an organization. When compared to Muguongo, Muguna, and Muriithi (2015) andKwenin (2013), who discovered a strong correlation between pay and work satisfaction. However, these results diverged from those of Odunlade (2012), who found no link between the degree of according to Mba and Ikemefuna (2012)'s study on compensation (allowances) and work satisfaction, the desire of employees to leave their jobs does not always decrease with increasing levels of pay satisfaction.

Table 4.15 shows response of head teachers on aspects of encouragement and job satisfaction:where HD=Highly Dissatisfied, MD= Moderately Dissatisfied, SS=Slightly Satisfied, MS=Moderately Satisfied, HS=Highly Satisfied

Table 4.15: **Head teachers' responds on aspects of Career advancement and job satisfaction**.

Statement	HD f	MD f	SS f	MS F	HS f	Mean	Sd
Allowed teachers to further education	3% 3.1	9 9.4	14 14.6	28 29.2	42 43.8	4.01	1.119
Advancement makes teachers better	0% 0.0	5 5.2	13 13.5	31 32.3	47 49.0	4.25	0.883
Potential for opportunities enhance job satisfaction	0% 0.0	10 10.4	12 12.5	35 36.5	39 40.6	4.07	0.976
Encourages promotion of teachers	2% 2.1	4 4.2	17 17.7	20 20.8	56 55.3	4.23	121
The advancement is autonomy	2% 2.1	9 9.4	20 20.8	38 39.6	27 28.1	3.82	1.016
Allowed salary increase	3% 3.1	15 15.6	14 14.6	32 33.3	32 33.3	3.78	1.162
Average Mean						**4.03**	**1.030**

The majority of head teachers42 (43.8%) were Highly Satisfied with their appreciation for teachers' further education, compared to28 (29.2%) who were Moderately and14(14.6%) who were Slightly satisfied. With a mean of (M=4.01, SD=1.119), it can be inferred that the majority of head teachers in Nandi County were Highly Satisfied with their ability to enhance their education. These findings about motivating educators to continue their education are in accordance with those of (Abuya, Admassu, Ngware, Onsomu, & Oketch, 2015), who found that when educators saw a fall in training possibilities, their levels of work satisfaction significantly decreased.

According to this data, the majority of head teachers47 (49.0%) were extremely satisfied, followed by 31 (32.3%) who were somewhat satisfied and 13 (13.5%) who were slightly satisfied. With a mean of (M=4.25, SD=0.883), it can be concluded that the majority of head teachers in Nandi County are Highly Satisfied, proving that advancement improves instructors. This result is consistent with research done by Kwenin (2013) on the connection between possibilities for professional growth and employee retention at Vodafone Ghana. The results of the study showed a significant and favorable link between employment retention and professional growth possibilities (r=0.387, p=000).According to the report, employers should give workers options for professional advancement to improve job satisfaction, lower turnover intentions, and ultimately increase employee retention. According to Imran's 2017 research, there is a strong correlation between possibilities for training and development and intention to quit (B=0.467, p=0.000).Additionally, research by Khan and Kadir (2016), Rashid (2014), and Gieter (2012) revealed

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a negative and substantial correlation between employee growth and development opportunities and intention to leave.

This demonstrates that the majority of head teachers39 (40.6%) were highly satisfied, followed by 35(36.5%) of Moderate Satisfaction and12(12.5%) of Slight Satisfaction. With a mean of (M=4.07, SD=0.975), this suggests that the majority of head teachers in Nandi County were Highly Satisfied, and that work satisfaction is increased by opportunities. This is backed up by Kim(2014) emphasized the significance of career advance mention decreasing turnover intents by implying that when such employees see career advancement prospects in their current job, turnover intention among workers is greatly lowered. According to Chang et al. (2007), firms that met the demands of their employees through career advancement and promotions were able to dramatically lower the intents of those employees to leave those organizations. According to Muhoro (2013), the empowerment of teachers via training is a source of motivation that leads to work satisfaction. Additionally, the head teachers encourage the teacher to pursue higher education by seeking out possibilities for staff development. The personnel will have the opportunity to update and develop their abilities and become more job-adjustable through training in school as part of their intentional effort to increase the quality of staffing. Therefore, the majority of head teachers employed staff development to encourage teachers in their careers, and as a result, the choice of staff development for training by head teachers greatly affected teachers' work satisfaction in public primary schools.

The majority of head teachers,56(55.2%,) reported being extremely satisfied, followed by 20 (20.8%) who were somewhat satisfied and 17 (17.7%) who were slightly satisfied. With a mean of (M=4.23, SD=1.021), this suggests that the majority of head teachers in Nandi County are Highly Satisfied, which supports teacher promotion. This supports the conclusion that employee advancement leads to greater income, higher prestige, and more self-esteem leading in increased job satisfaction as opposed to those employees who stagnate in the same position (Nyamubarua, 2013; Ng'ethe, 2013; Lambert &Hogan, 2009). Employees are less likely to consider leaving an organization where there are obvious avenues for professional advancement than they are in companies where employees' careers are stagnant and there are few or no opportunities for advancement.

This indicates that, out of the head teachers surveyed,38 (39.6%) were somewhat satisfied,27 (28.1%) were highly satisfied, and 20 (20.8%) were only slightly satisfied. This suggests that the advancement is autonomous and that the majority of the head teachers in Nandi County were Moderately Satisfied with a mean of (M=3.82, SD=1.016). In contrast, Allodi and Fischbein (2012) discovered that new instructors experienced low levels of work satisfaction. They believed they lacked the professional liberty they required to take pleasure in their work. According to Luthans (1992), autonomy, interesting and demanding work, as well as feedback from the job itself, are crucial factors in determining an employee's level of job satisfaction.

This shows that whereas 15 (15.6%) of head teachers were somewhat unhappy,32(33.3%) of them were moderately and very satisfied. With a mean of (M=3.78, SD=1.163), it can be inferred that the majority of head teachers in Nandi County were both moderately and very happy with their jobs.

Table 4.16: Influences of Head teachers' encouragement on Career advancement and job satisfaction

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Allowed teachers to further education	Between Groups	17.279	4	4.320	3.865	.006
	Within Groups	101.710	91	1.118		
	Total	118.990	95			
Advancement makes teachers better	Between Groups	9.873	4	2.468	3.503	.010
	Within Groups	64.127	91	.705		
	Total	74.000	95			
Potential for opportunities enhance job satisfaction	Between Groups	18.779	4	4.695	5.958	.000
	Within Groups	71.710	91	.788		
	Total	90.490	95			
Encourages promotion of teachers	Between Groups	6.468	4	1.617	1.591	.183
	Within Groups	92.490	91	1.016		
	Total	98.958	95			
The advancement is autonomy	Between Groups	15.305	4	3.826	4.211	.004
	Within Groups	82.685	91	.909		
	Total	97.990	95			
Allowed salary increase	Between Groups	11.041	4	2.760	2.140	.082
	Within Groups	117.365	91	1.290		
	Total	128.406	95			

According to one-way ANOVA, there was a statistically significant difference between groups ($F_{(4,91)}$ =5,958.10, p=.000), and within groups ($F_{(4,91)}$ =4.211, p=.004), as shown in Table 4.16. Possibilities for progress and job satisfaction are achieved through autonomy, respectively. No discernible difference existed between the groups: Encourages instructors to be promoted and allows for wage increases, as seen by the data above ($F_{(4,91)}$ =1.591p=.183 and ($F_{(4,91)}$ =2.140p=.082, respectively). This suggests that work satisfaction was somewhat influenced by the head teachers' promotion of career progression. This is supported by Suutari and Makela's (2007) claim that career aspirations have a major impact on an employee's career persistence and work happiness. People who are highly motivated in their work may pinpoint the jobs they are interested in and can set precise career goals. People with high aspirations frequently hold high-status jobs (Schoon and Parsons, 2002).High career aspirants are more likely to embrace their objectives, take on challenging roles, and learn job-related skills. In other words, young employees are inspired to perform at their highest level when their skills align with their desired careers (Martin and Tulgan, 2006). Stable career aspirations and workplace ideals result in high levels of job engagement (Macey and Schneider, 2008).

The following are some of the Curriculum Officers' (coded CSO) comments to Head Teachers' Encouragement on Career Advancement and Job Satisfaction:

CSO1: Teachers' who have stalled in a grade have a propensity to stop performing effectively.

CSO2: Through professional development and financial gain, career professional progression increases teachers' work happiness.

CSO3; Career professional development expands teachers' networks and inspires them to perform harder

CSO4; Teachers' who develop professionally in their careers report feeling fulfilled, which promotes work satisfaction.

According to CSO1's, CSO2, CSO3, and CSO4's comments, it is clear that teachers' career progression and promotion play a crucial role in guaranteeing strong performance and work satisfaction.

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

The researcher tried to ask questions that were linked to the working conditions supplied by the head teachers to teachers' job satisfaction in order to determine the effect of such working circumstances on teachers' job satisfaction. The results from the impact of head teachers' working circumstances on job satisfaction are shown in Table 4:17. Table 4.17 presents the results.

Table 4.17: Teachers' response on working conditions provided by head teachers and job satisfaction

Statement	SD	f	D f	N f	A F	SA F	Mean Sd
Provision of sanitary facilities increase job satisfaction	32% 6.7	43 9.0	68 14.2	199 41.6	136 28.5	3.76	1.155
Satisfied with staff facilities	89% 18.6	113 23.6	59 12.3	139 29.1	78 16.3	3.01	1.389
Satisfied with provision of meals and water	83% 17.4	143 29.9	51 10.7	134 28.0	67 14.0	2.91	1.353
Provision of teachers houses and security	85% 17.8	66 13.8	90 18.8	149 31.2	88 18.4	3.19	1.366
Well ventilated classrooms	34% 7.1	32 6.7	37 7.7	209 43.7	166 34.7	3.92	1.153
Adequate teaching and learning materials	2% 8 5.9	81 16.9	34 7.1	206 43.1	129 27.0	3.68	1.204
Availability of communication facilities	51% 10.7	132 27.6	74 15.5	148 31.0	73 15.3	3.13	1.269
Average Mean						**3.37**	**1.270**

The majority of teachers 199 (41.6%) agreed that having hygienic facilities increases job satisfaction, while 68 (14.2%) were undecided and 136 (28.5%) strongly agreed. With a mean of (M=3.76, SD=1.155), it can be inferred that

the majority of respondents felt that having sanitary facilities increases job satisfaction.

According to the research, 139 (29.1%) of instructors agreed, while 89 (18.6%) strongly disagreed and 113 (23.6%) were undecided. This suggests that the majority of respondents, who agreed as shown by a mean of (M=3.01, SD=1.389), are happy with staff amenities. In a research on job satisfaction among secondary school teachers in Nairobi Province conducted by Njue (2003), it was discovered that teachers were extremely demotivated by variables related to their jobs, such as the work environment and working circumstances. The majority of staff rooms were too small, which made the teachers feel uneasy. The management of the institution should offer amenities like restrooms, enough space for rooms, and drinking water. Working circumstances were identified as sensitive elements that needed to be addressed in a research conducted by Orina (2008) among mathematics teachers in Nyamusi Division, Nyamira District, in order to increase teachers' job satisfaction. Teachers' work satisfied must come first if higher student accomplishment is to be accomplished.

The results indicate that the majority of the teachers 143 (29.9%) were in disagreement, while just 134 (28.0%) were in agreement and83(17.4%) were significantly in disagreement. This suggests that the majority of teachers in Nandi County were not satisfied with the way meals and water were provided, as indicated by the mean (M=2.91, SD=1.353). According to a research by Gyezaho (2014), inadequate classroom space, instructional resources,

furniture, and power all contribute to instructors' intents to leave their jobs. Otube (2014) states that teachers appreciate a school setting that is because, secure, and clean, located close to their homes, has facilities that are in excellent shape, and has enough supplies and tools.

The majority of instructors, at 149 (31.2%,) were in agreement, compared to 90 (18.8%) who were unsure and88 (18.4%) who strongly agreed. With a mean of (M=3.19, SD=1.366) and a majority of teachers in Nandi County agreeing, it is implied that providing teachers with housing and security increases their work satisfaction. According to Odisa (2022) the majority of instructors were quite happy that they did not feel unsafe at their school. The replies from the teachers lend credence to this. Urban instructors seem to feel more comfortable carrying out their responsibilities and leading personal lives. These findings contrast with those of Dehaloo (2011) who came to the conclusion that most South African rural schools had insecurity incidents where instructors were intimidated and even physically assaulted anytime they insisted that pupils do their work.

Ekuwam (2014) also found that instructors who felt comfortable at work enjoyed their students and did their jobs with joy. Even in the United States, schools in underprivileged areas without security guards put a strain on the instructors who taught there (Shernoff et al., 2011). The bulk of Nairobi's public secondary schools were located in relatively secure areas, according to interviews with their administrators (Nzuve, 2010). Job happiness is influenced by the physical environment, such as the presence of amenities like

a well-stocked library and appropriate classroom space. Aesthetics like flower gardens will increase worker pleasure at work. To reduce the likelihood of accidents or insecurity, there should be sufficient workspaces and tools for the job, and the buildings themselves should be secure.

According to the results, the majority of teachers209 (43.1%) agree, followed by those who strongly agreed129 (27.0%) and those who disagreed 81 (16.9%) respectively. This suggests that the majority of the teachers in Nandi County agreed, with a mean of (M=3.68, SD=1.204), that the head teachers in Nandi County offer teachers with suitable teaching and learning resources. Unlike Okoth (2014), this study discovered that head teachers were unable to offer sufficient resources for curriculum implementation. Teachers' ratings of work satisfaction were lowered as a result. This research focused on the supply of environmental education teaching materials, not general resources. Teachers are motivated not only by the availability of teaching and learning tools but also by their own participation in the upkeep of those resources. Kingi and Kalai (2018) contend that including instructors in the upkeep of teaching and learning materials improves their use. Therefore, educational institutions should create systems that prioritize teachers in the administration of their teaching and learning resources.

This study focused on how teachers' motivation was affected by their engagement in the administration of the school's teaching and learning resources. The purpose of the current study was to determine how instructors'

work satisfaction was impacted by the availability of teaching and learning tools.

According to the results,148(31.0%) of the instructors agreed, compared to 132 (27.6%) who disagreed and 74 (15.5%) who were unsure. According to a mean (M=3.13, SD=1.269) of Nandi County teachers, it appears that the majority of them concur that having access to communication tools helps instructors be more satisfied with their jobs. According to Ekabu (2018), many schools lack clear channels of communication, which suggests that the instructors at these establishments are not very satisfied with the channels of communication between their principals and teachers.However, a sizable portion (36.1%) of the respondents reported having effective lines of communication; as a result, instructors at such schools are content with the principals.

Table 4.18 shows head teachers responses on working conditions provided by head teachers where HD=Highly Dissatisfied, MD= Moderately Dissatisfied, SS=Slightly Satisfied, MS=Moderately Satisfied, HS=Highly Satisfied..The findings are presented in Table4.18

Table 4.18: Head teachers' responses on aspects of working conditions and job satisfaction

Statement	HD f	MD f	SS f	MS f	HS f	Mean	Sd
Provision of sanitary facilities increase job satisfaction	5% 5.2	6 6.3	21 21.9	23 24.0	41 42.7	3.93	1.172
Availability of adequate staff facilities e.g. desks	1% 1.0	16 16.7	16 16.7	34 35.4	29 30.2	3.77	1.090
Subsidized meals and water	10% 10.4	18 18.8	18 18.8	25 26.0	25 26.0	3.39	1.333
Provides teachers' houses and security	18% 18.8	13 13.5	20 20.8	20 20.8	25 26.0	3.22	1.452
Work in well ventilated rooms	2% 2.1	15 15.6	13 13.5	41 42.7	25 26.0	3.75	1.076
Provide adequate teaching and learning materials	2% 2.1	7 7.3	16 16.7	43 44.8	28 29.2	3.92	0.970
provide ICT for communication	7% 7.3	14 14.6	15 15.6	36 37.5	24 25.0	3.58	1.220
Provides open communication channels	1% 1.0	7 7.3	21 21.9	35 36.5	32 33.3	3.94	0.971
Average Mean						**3.69**	**1.161**

41 (42.7%) of head teachers expressed high satisfaction with the idea that having hygienic facilities increases job satisfaction .While 23 (24.0%) and 21 (21.9%), respectively, were moderately and slightly satisfied. With a mean of (M=3.93, SD=1.172), it appears that the majority of head teachers in Nandi County were highly satisfied, indicating that the availability of sanitary facilities increases work satisfaction.

According to the results, the majority of head teachers 34 (35.4%) were somewhat content, followed by 29 (30.2%) who were highly satisfied and 16(16.7%) who were slightly and moderately unsatisfied. With a mean of (M=3.77, SD=1.090), it can be inferred that the majority of head teachers in

Nandi County are Moderately Satisfied, indicating that enough staff facilities are available and hence contribute to work satisfaction. According to Nyagaya (2015)'s survey, the majority of instructors were dissatisfied with their offices at the schools. According to Mutwiri (2015), 71.2% of respondents indicated that the furnishings in the teachers' offices and staffroom left them feeling uncomfortable and contributed to their discontent with their jobs. (Nzuve,2010). Job happiness is influenced by the physical environment, such as the presence of amenities like a well-stocked library and appropriate classroom space. Aesthetics like flower gardens will increase worker pleasure at work.

According to the results, the majority of head teachers25 (26.0%) were extremely and somewhat happy, while 18 (18.8%) were moderately dissatisfied and slightly satisfied. With a mean of (M=3.39, SD=1.333), this suggests that the majority of head teachers in Nandi County are extremely and moderately content with their jobs, which motivates and fosters work satisfaction.

The findings show that, overall,25(26.0%) of head teachers reported being very pleased, while20 (20.8%) reported being somewhat and slightly satisfied. With a mean of (M=3.22, SD=1.452) and the provision of teachers' homes and security, it is implied that the majority of the head teachers in the Nandi County were highly satisfied.

This shows that, overall,41(42.7%) of head teachers were somewhat content with the amount of ventilation in their classrooms, compared to41 (

26.0%)who were highly satisfied and 15 (15.6%) who were moderately dissatisfied. This suggests that the majority of the county's head teachers, who reported feeling moderately satisfied on average (M=3.75, SD=1.076), do so because they work in well-ventilated classrooms and enjoy their jobs. According to Nyagaya's (2015) research, the majority of instructors were dissatisfied with their classrooms, which suggests that the majority of schools in the Kayole Division lack suitable classrooms or have outdated classrooms.

According to the results, the majority of head teachers43 (44.8%) were somewhat satisfied, followed by28 (29.2%) highly satisfied and 16 (16.7%) slightly satisfied. This suggests that the majority of the county's head teachers were only moderately content, with a mean satisfaction level of (M=3.92, SD=0.970), and that providing sufficient teaching and learning resources contributes to work satisfaction. Odisa(2022) and the majority of teachers concur that their schools have sufficient resources.These results differ with those of Njije (2003), who came to the conclusion that a large number of public secondary school teachers in Nairobi Province at the time were unsatisfied with the resources provided in their schools. These results are at odds with the conclusions of other research that claimed a lack of teaching and learning resources was the primary reason of teachers' high levels of job dissatisfaction.Shernoff, Mehta, Atkins, Torf, and Spencer (2011) reported that instructors at underprivileged schools in the United States of America (U.S.A.) experienced stress since these schools lacked fundamental resources. Ingersoll & Merrill (2012) discovered that the pace at which instructors were quitting teaching as a profession was disturbing when doing research on

teacher attrition in the United States. High-minority, high-poverty, and suburban schools were the most affected. These schools lacked necessary resources. The majority of the departing professors were new instructors. For five years, the majority of them seldom worked. Kavenuke (2013) came to the additional conclusion that a lot of instructors left their positions due to a lack of resources in the schools. Additionally, Toropova, Myberg, and Johansson (2019) discovered that instructors at all levels of experience were pleased with the school setting, particularly the availability of tools for teaching and learning.

According to the results, 36 (37.5%) of head teachers were somewhat satisfied,24 (25.0%) were highly satisfied, and15 (15.6%) were just slightly satisfied. This suggests that using ICT for communication in the schools promotes work satisfaction because the majority of the head teachers in Nandi County reported being fairly happy, on average (M=3.58, SD=1.220). According to Johnson, Jacovina, Russell, and Soto's (2016) research, older generations typically find technology in the classroom more difficult to use, despite the fact that instructors generally recognize its benefits. This is conceivable because the elder generation might occasionally be resistant to change.

The results show that the majority of head teachers35 (36.5%) were somewhat satisfied,32 (33.3%) highly satisfied, and21 (21.9%) slightly satisfied. This suggests that the majority of head teachers in Nandi County were somewhat content with their jobs, with a mean of (M=3.94, SD=0.971), and that giving

teachers access to open lines of communication makes them happy with their

work. In table 4.19, the results are presented using an ANOVA.

Table 4.19:Shows the distribution on aspects of head teachers on teachers working conditions and' job satisfaction.

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

According to one-way ANOVA results, there was a statistically significant difference between the groups for the propositions that providing sanitary facilities and opening up channels of communication will boost work satisfaction, respectively ($F(4,91) = 6.033$, $p = .000$, and ($F(4,91) = 4.096$, $p = .004$). For the following factors, $F (4,91) = 1.166 p = .331$, $F (4,91) = 1.686 p = .160$, $F (4,91) = 1.718 p = .153$, respectively: Provide subsidized meals; Availability of suitable staff facilities and water; and Provides teachers housing and security. This demonstrates that the working circumstances set out by the head teachers have some influence on job satisfaction. In conclusion, working circumstances in the public primary schools in Nandi County have a considerable impact on teachers' intentions to leave the profession. This suggests that better working conditions for primary school teachers in Nandi County will raise their motivation and job satisfaction, which will decrease their intentions to leave their jobs. These results support those of Odunlade (2012) and Muguongo (2015), who discovered a strong connection between favorable working circumstances and job satisfaction. The findings concur with those of Mba and Ikemefuna (2012), who found that employee turnover intention was lower the more satisfied workers were with their jobs.

Following are some of the Curriculum Officers' (coded CSO) comments about the working circumstances given by Head Teachers and Teachers' Job Satisfaction:

CSO1: Good working circumstances inspire and energize instructors, which enhances performance.

CSO2: When working conditions are favorable, more time is spent working rather than dealing with obstacles in the workplace.

CSO3: Teachers who work in hostile environments do poorly, and the contrary is also true.

CSO4;Teacher performance has suffered due to a lack of housing and nutrition programs.

It is clear from the comments from CSO1, CSO2, CSO3, and CSO4 that instructors feel content with their work when their working conditions are favorable.

4.8:Influence of Participatory decision making by head teachers and teachers job satisfaction.

The researcher wanted to ask questions linked to Participatory decision making supplied by the head teachers to teachers' work happiness in order to determine the impact of this process on teachers' job satisfaction. Table 18 displays the replies to the question on how participation in decision-making by head teachers affects work satisfaction. Where A=Agree, D=Disagree, UN=Undecided, SD=Strongly Disagree, and SA=Strongly Agree.

Table 4.20 presents the results.

Table 4.20: Show teachers response on aspects of participatory decision making and job satisfaction

Statement	SD f	D f	N f	A f	SA f	Mean	Sd
Head teachers consults teachers in preparation of school budget	107% 22.4	81 16.9	34 7.1	146 30.5	110 23.0	3.15	1.508
Head teachers involved teachers in subject allocation	89% 18.6	113 23.6	59 12.3	139 29.1	78 16.3	3.62	1.423
Head teachers involves teachers in school purchases	83% 17.4	143 29.9	51 10.7	134 28.0	67 14.0	3.14	1.483
Head teacher involves teachers in ordering for school instructional materials	85% 17.8	66 13.8	90 18.8	149 31.2	88 18.4	3.49	1.420
Head teacher involves teachers in admitting new pupils	34% 7.1	32 6.7	37 7.7	209 43.7	166 34.7	3.24	1.452
Head teachers involving teachers in drawing the strategic plan of the school	28% 5.9	81 16.9	34 7.1	206 43.1	129 27.0	3.32	1.379
Head teacher involves teachers in recruitment of support staff	51% 10.7	132 27.6	74 15.5	148 31.0	73 15.3	3.18	1.513
Head teacher involves teachers when dealing with discipline cases	27% 5.6	56 11.7	38 7.9	180 37.7	177 37.0	3.89	1.190
Average Mean						**3.38**	**1.421**

According to the results, the majority of teachers146 (30.5%) agree that head teachers meet with teachers when creating the school budget, while 110 (23.0%) strongly agreed and 107 (22.4%) strongly disagreed. With a mean of (M=3.15, SD=1.508), this suggests that the majority of the teachers in Nandi County concur that the county's head teachers consult with teachers while preparing the school budget, which promotes teamwork.

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According to the results, the majority of teachers35.4% strongly agreed, while 32.2% agreed and 13.8% disapproved. This suggests that the majority of teachers agreed, on average (M=3.62, SD=1.423), that most Nandi County head teachers included teachers in subject allocation, which increases satisfaction.

This demonstrates that the majority of teachers—29.3%—were in agreement, followed by those who were 22.4% strongly in agreement and 21.1% strongly opposed. This suggests that the majority of teachers in Nandi County agree that participating in school purchasing helps them feel more good about their work, with a mean agreement rate of (M=3.14, SD=1.483).

According to the results, 31.8% of instructors agreed, followed by 29.7% who strongly agreed and 16.5% who strongly disagreed. This suggests that the majority of the teachers in Nandi County were in agreement with the statement that a head teacher includes teachers in ordering for school instructional resources, which promotes work satisfaction, with a mean of ((M=3.49, SD=1.420).

According to the results, 36.2% of the instructors agreed, compared to 21.1% who strongly opposed and 20.9% who highly agreed. With a mean of (M=3.24, SD=1.452), this suggests that the majority of the teachers in Nandi County concurred that including teachers in the admission of new students to the school contributes to their work satisfaction.

According to the results, the majority of teachers—40.4%—agree, followed by 19.9% who strongly agree and 16.3% who strongly disagree. This suggests

that the majority of teachers in Nandi County concur, with a mean of (M=3.32, SD=1.379), that head teachers include teachers in developing the school's strategic plan, which motivates them.

According to the results, 31.2% of the instructors agreed, followed by 23.4% who strongly agreed and 23.2% who strongly disagreed. This suggests that the majority of teachers in Nandi County agreed—on average, (M=3.18, SD=1.513), that head teachers should engage teachers in the hiring of support workers for their schools.

According to the results, the majority of teachers—37.7%—were in agreement, followed by 37.0% who were very in agreement and 11.7% who disagreed. This suggests that the majority of teachers in Nandi County agree that the head teacher includes them in dealing with disciplinary issues at school because it motivates them, with a mean of (M=3.89, SD=1.190).

Table 4.21 shows head teachers responses on participatory decision making of head teacherswhere HD=Highly Dissatisfied, MD= Moderately Dissatisfied, SS=Slightly Satisfied, MS=Moderately Satisfied, HS=Highly Satisfied.The findings are presented in Table4.21

Table 4.21:Head teachers' response on aspects of participatory decision making and job satisfaction

Statement	HD f	MD f	SS F	MS F	HS f	Mean	Sd
Consults teachers in preparation of school budget	5% 5.2	8 8.3	23 24.0	29 30.2	31 32.3	3.93	1.172
Involves teachers in subject allocation	2% 2.1	2 2.1	21 21.9	36 37.5	35 36.5	3.77	1.090
Engage teachers in school purchases	3% 3.1	1 1.0	4 4.2	36 37.5	52 54.2	3.39	1.333
Consults teachers in ordering for school instructional materials	2% 2.1	3 3.1	8 8.3	30 31.3	53 55.2	3.22	1.452
Involves teachers in admitting new pupils	4% 4.2	5 5.2	9 9.4	36 37.5	42 43.8	3.75	1.076
Consult teachers in drawing the strategic plan of school	4% 4.2	5 5.2	9 9.4	36 37.5	42 43.8	3.92	0.970
Engage teachers in recruitment of support staff	3% 3.1	8 8.3	21 21.9	28 29.2	36 37.5	3.58	1.220
Involves teachers when dealing with discipline cases	3% 3.1	4 4.2	6 6.3	28 29.2	55 57.3	3.94	0.971
Average Mean						**3.69**	**1.161**

According to the results, the majority of head teachers 31 (32.3%) were highly satisfied with their decision to consult with teachers while creating the school budget, while 29 (30.2%) and 23 (24.0%) of them were only Moderately and Slightly Satisfied, respectively. This suggests that the majority of the Nandi County head teachers were Highly Satisfied, with a mean of (M=3.76, SD=1.149), and that they consult with teachers when creating the school budget, which helps to inspire teachers.

According to the results, the majority, 36(37.5%), were moderately happy, followed by35 (36.5%) who were highly satisfied and 21 (21.9%) who were somewhat and moderately dissatisfied, respectively. With a mean of (M=4.45, SD=0.832), it can be concluded that the majority of the head teachers in Nandi County were Moderately Satisfied as a result of including teachers in subject allocation.

The findings show that 52 (54.2%) of head teachers were highly satisfied, followed by 36 (37.5%) of moderately satisfied teachers and4 (4.2%) of somewhat satisfied teachers. Given that the majority of the head teachers in Nandi County had a mean satisfaction level of (M=4.04, SD=0.928), it can be concluded that they include teachers in school purchasing, which leads to their satisfaction.

The majority of head teachers53 (55.2%) were extremely satisfied, followed by 30 (31.3%) somewhat satisfied and8 (8.3%) slightly satisfied. This suggests that the majority of head teachers in Nandi County are Highly Satisfied, with a mean of ((M=4.39, SD=0.875), indicating that they consult with teachers while ordering educational resources for the school as a result of which teachers are satisfied.

According to the findings, the majority of head teachers42 (43.8%) were highly satisfied, followed by 36 (37.5%) Moderately Satisfied and9 (9.4%) slightly satisfied. With a mean of (M=4.34, SD=0.916), it can be concluded that the majority of the head teachers in Nandi County are very content with their jobs since they include instructors in the admission of new students.

According to the results, the majority of head teachers42 (43.8%) were highly satisfied, followed by36 (37.5%) moderately satisfied and9 (9.4%) slightly satisfied. This suggests that the majority of the Nandi County head teachers were extremely happy with a mean of (M=4.11, SD=1.055) that they consult with teachers while creating the strategic plan of the school, which motivates them.

The results show that the majority of head teachers36 (37.5%) were highly satisfied, followed by 28 (29.2%) somewhat satisfied and 21 (21.9%) slightly satisfied. With a mean of (M=3.90, SD=1.100) that they include teachers in the recruitment of support personnel, it is implied that the majority of the head teachers in Nandi County were quite satisfied.

According to the findings, the majority of head teachers55 (57.3%) were highly satisfied, followed by 28 (29.2%) moderately satisfied and6 (6.3%) slightly satisfied. This suggests that the majority of head teachers were quite happy with the average (M=4.33, SD=0.991) of including teachers in punishment cases.

Table 4.22: Shows the distribution on aspects of head teachers on teachers participatory decision making and' job satisfaction.

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Consults teachers in preparation of school budget	Between Groups	18.155	4	4.539	3.848	.006
	Within Groups	107.334	91	1.179		
	Total	125.490	95			
Involves teachers in subject allocation	Between Groups	3.613	4	.903	1.323	.267
	Within Groups	62.127	91	.683		
	Total	65.740	95			
Engage teachers in school purchases	Between Groups	5.321	4	1.330	1.582	.186
	Within Groups	76.512	91	.841		
	Total	81.833	95			
Consults teachers in ordering for school instructional materials	Between Groups	11.331	4	2.833	4.198	.004
	Within Groups	61.409	91	.675		
	Total	72.740	95			
Involves teachers in admitting new pupils	Between Groups	3.711	4	.928	1.112	.356
	Within Groups	75.945	91	.835		
	Total	79.656	95			
Consult teachers in drawing the strategic plan of school	Between Groups	21.013	4	5.253	5.642	.000
	Within Groups	84.727	91	.931		
	Total	105.740	95			
Involves teachers when dealing with discipline cases	Between Groups	10.192	4	2.548	2.789	.031
	Within Groups	83.141	91	.914		
	Total	93.333	95			
Engage teachers in recruitment of support staff	Between Groups	15.371	4	3.843	3.511	.010
	Within Groups	99.587	91	1.094		
	Total	114.958	95			

According to one-way ANOVA results (F(4,91) =5.642, p=.000), (F(4,91) =4.198, p=.004), and (F(4,91) =3.848, p=.006), there was a statistically significant difference between the groups for teachers who were consulted in the creation of the school's strategic plan, instructional materials orders, and budget preparation, respectively. No discernible difference existed between the groups for: Involves instructors in accepting new students': Subject allocation including instructors yields results of (F(4,91) =1.112p=.356 and (F(4,91) =1.323p=.267, respectively.This demonstrates that head teachers' participation in decision-making affected teachers' work satisfaction to some extent. According to Muindi's (2011) research, there is a strong correlation between work satisfaction and decision-making (r = 0.888). Furthermore, the findings demonstrate a strong positive correlation between decision-making involvement and job satisfaction in terms of general working conditions (r = 0.640), pay and promotion prospects (r = 0.703), skill and ability utilization (r = 0.895), job design (r = 0.750), and job feedback (r = 0.632). The findings show that a worker's level of job satisfaction at the SOB increases in direct proportion to their engagement in decision-making.

This is supported by Lu et al. (2016), who contend that the distinctive qualities that constitute work engagement are the cause of workplace satisfaction. According to Karanika et al. (2015), employees who are actively engaged in their work and show enthusiasm and commitment to it ultimately feel satisfied with their positions. Researchers who are very involved in their occupations and organizations are more likely to suffer unfavorable effects from stressful work conditions, according to Garg et al. (2017). When employees are deeply

committed to the organization, they are more accountable and productive (Demirel & Goc, 2013; Khan et al. 2019).Numerous experts have examined the link between work satisfaction and organizational commitment and come to the conclusion that it is important for both the success of the company and the success of the employees (Bodla & Danish, 2009). Therefore, higher education institutions need to give organizational commitment and work satisfaction even more consideration.

Following are some of the Curriculum Officers (coded CSO) questioned regarding Head Teachers' Participatory Decision Making on Teachers' Job Satisfaction:

CSO1: Teachers feel a part of the system since they actively participate and love it.

CSO2: Teachers always desire recognition and participation in school decision-making, which results in active performance.

CSO3:Teachers feel joyful and significant when the head teacher includes them in major decisions at school, according to CSO3.

CSO4: When teachers' opinions are taken into account, they feel like an integral part of the school and are willing to provide fresh perspectives on how to raise student achievement and enhance the school as a whole.

According to the comments from CSO1, CSO2, CSO3, and CSO4, it is clear that when instructors participate in decision-making by the head teachers, they feel content and a part of the school, which improves performance.

Summary of the findings

Table 4:23 shows the hypothesis findings, test results and interpretation

Table 4.23: Hypothesis findings, test results and interpretations

Objective	Respondents	Hypothesis Test	Test finding	Reference Tables	Interpretation
To determine the extent to which Work Allocation by head teachers influences teachers in job satisfaction	Headteachers	Chi-Square	The Chi-square test indicated (df=8, Pearson Chi-square(χ^2)=20.596 [a], p=0.008 at 0.05 level.	Table 8	There is a statistically significant relationship betweenheadteachers involvement in work allocation of teachers and teachers' job satisfaction
To establish the extent to which recognition of teachers by head teachers influence job satisfactions	Head teachers	Chi-Square	The Chi-square test indicated (df=8, Pearson Chi-square(χ^2)=4.566[a], p=0.803 at 0.05 level.	Table 12	There is no statistically significant relationship between recognition of teachers byheadteachers and job satisfaction
To determine the extent to which head teachers encourage Career advancement influence teachers' job satisfaction	Head teachers	ANOVA	There was a statistically significant difference between groups as determined by one-way ANOVA (F(4,91) =5,958.10, p=.000), (F(4,91) =4.211 p=.004) for Potentialforopport unitiesenhancejob satisfaction and Theadvancementi sautonomy respectively.	Table 14	Head teachers encouragement on Career advancement had some influence on teachers' job satisfaction.

To establish the extent to which working conditions provided by head teachers influence teachers job satisfaction	Head teachers	ANOVA	There was a statistically significant difference between groups as determined by one-way ANOVA $(F(4,91) =6.033, p=.000)$, $(F(4,91) =4.096 \ p=.004)$ for Provide open communication channels and Provision of sanitary facilities increase job satisfaction respectively.	Table 17	This shows working conditions provided by head teachers had some influence on job satisfaction
To determine the extent to which participatory decision making by head teachers influence teachers job satisfaction	Head teachers	ANOVA	There was a statistically significant difference between groups as determined by one-way ANOVA $(F(4,91) =5.642, p=.000)$, $(F(4,91) =4.198 \ p=.004)$ and $(F(4,91) =3.848 \ p=.006)$ for Consultteachersin drawingthestrategi cplanofschool, Consultsteachersi nordering forschoolinstructi onalmaterials and Consultsteachersi npreparationofsch oolbudget respectively.	Table 20	This shows participatory decision making by head teachers had some influence on teachers' job satisfaction.

According to the findings of testing the null hypothesis, there is no relationship between head teachers' involvement in assigning work to teachers and their level of job satisfaction. The fact that the null hypothesis Ho1 was

rejected suggests that there was a relationship between head teachers' participation in assigning work to teachers and their job satisfaction.

The second null hypothesis, Ho2, that there is no significant correlation between teachers' recognition and job satisfaction, was accepted. This suggests that there was no relationship between head teachers' acknowledgment of teachers and teachers' job satisfaction, despite the fact that head teachers' recognition of instructors was highly important for ensuring teachers are pleased.

The third null hypothesis, Ho3, was rejected, suggesting that there was a a relationship between work satisfaction of teachers and head teachers' career advancement in their professional development. This suggests that teachers feel motivated and contented when head teachers give them opportunities for professional progression.

The fourth null hypothesis, Ho4, was rejected, suggesting that there was a relationship between the working conditions provided by head teachers and teachers' job satisfaction. This suggests that teachers feel pleased and satisfied with their work when head teachers create comfortable working circumstances.

There was a relationship between head teachers including teachers in decision-making and teachers' work satisfaction as indicated by the rejection of the fifth null hypothesis, Ho5. This suggests that when head teachers include teachers' in important decision-making in schools, they feel fulfilled because they feel a part of the school's success.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The summary of the study, conclusion, recommendations, and ideas

for more study are covered in this chapter.

5.2 Summary of the Study

The study looks into how management methods used by head teachers affect

teachers' work satisfaction in Kenya's public primary schools in Nandi County.

The study was guided by the following five goals: To ascertain the degree to

which work allocation by head teachers, recognition of teachers by head

teachers, career advancement encouragement by head teachers, provision of

working conditions by head teachers, and participation in head teachers'

decision-making by head teachers influence teachers' job satisfaction in the

public primary school in Nandi County, Kenya.

The following research hypotheses served as a guide for the study: Ho1: The

amount of work given to teachers by headteachers and their level of job

satisfaction are not significantly correlated.Ho2: There is no connection

between teachers' work happiness and the way in which their heads of school

acknowledge them.Ho3: There is no discernible connection between teachers'

work satisfaction and head teachers' encouragement of their professional

development.

Ho4: The supply of working conditions by headteachers and teachers' job

satisfaction are not significantly correlated. Ho5: Headteachers' engagements

in decision-making and teacher involvement are not significantly correlated. The proper aims, theoretical underpinnings, and conceptual framework were the main topics of the literature review. The Herzberg-hygiene theory (1966), which was created by Fredrick Herzberg, and the job characteristic model by Hackman and Oldham served as the foundation for the theoretical framework. Hearth (1980).The descriptive survey research approach was used for the study because it allowed the researcher to characterize an individual's or group's qualities as they truly are, focusing solely on circumstances or connections that already exist, held beliefs, and processes that are already underway. The target population in Nandi County, Kenya, consisted of 691 public elementary schools, 691 head teachers, and 5470 teachers spread over 6 sub-counties. The researcher specifically targeted 32 zones' of curriculum support officers. The approach utilized by the researcher was multi-stage random sampling. To choose the 117 schools, 117 head teachers, and 548 instructors, simple random sampling was utilized. The schools utilized a stratified simple random procedure to choose their instructors.

Instruments for gathering data included an interview schedule for curriculum support officers and questionnaires for teachers and head teachers'. In order to gather data for the study, questionnaires with both open-ended and closed-ended questions were employed as the instrument. Six schools participated in a pilot research to establish the surveys' instrument validity. The instrument's dependability was evaluated using the test-retest methodology. According to the results, teachers and head teachers had co-relation coefficients of 0.725 and 0.743, respectively. As a result, it was determined that the data gathering

tools were quite dependable. Both quantitative and qualitative data were gathered. The social sciences statistical program was used to analyze the data in a useful way. Inferential statistics were analyzed using Chi-Square and the ANOVA test, whereas data analysis statistics such percentage means, frequencies, and standard deviation. The most effective way to measure central tendency was to utilize the mean.

5.3 Conclusion

According to the findings, the study's testing of the null hypothesis led to the following conclusions:

The fact that the null hypothesis (Ho1) was rejected suggests that there was a substantial relationship between head teachers' participation in assigning work to teachers and their job satisfaction. Implies that when head teachers' provide tasks to the instructors, they are satisfied with their assignments.

The second null hypothesis, Ho2, was accepted, indicating that there was no connection between teachers' work satisfied and head teachers' acknowledgment of them. This suggests that there was a link between head teachers' recognition of teachers and teachers' job satisfaction since it was crucial for ensuring that teachers are pleased.

The third null hypothesis, Ho3, was rejected, suggesting that there was a a relationship between work satisfaction of teachers and head teachers' engagement in their professional development. This suggests that when head teachers promote and satisfy teachers by involving them in career progress.

The fourth null hypothesis, Ho4, was rejected, suggesting that there was a a relationship between the working conditions provided by head teachers and teachers' job satisfaction. This suggests that teachers feel pleased and satisfied with their work when head teachers create comfortable working circumstances.

It appears that there was a connection between head teachers including teachers in decision-making and teachers' work satisfaction as indicated by the rejection of the fifth null hypothesis, Ho5. This suggests that when head teachers include teachers in important decision-making in schools, they feel fulfilled because they feel a part of the school's success.

5.4 Recommendations

The recommendations made from the findings of the study.

1. Head teachers should rrecognize the teachers' effort in through appreciations of efforts, recommend teachers for promotion and mobilize parents by involving Board of Management so as to get resources, involve teachers in decision making on issues and ensure the working conditions are favorable for teachers since this will enable teachers feel satisfied.

2. The Board of management of schools as well as well as other Government agencies such as the national and county governments should strive to enhance good working environment for teachers to enhance teachers' job satisfaction hence reducing teacher turnover intentions. Through improvement of school infrastructure, teacher recognition and appreciation. They should support the head teachers in financing. This can

be realized through mobilization of parents, politicians and other well-wishers to provide these funds for the incentives and rewards in order to provide a good working condition to teachers

3. The Quality Assurance Service should ensure they act as key monitors' especially in supervision and encourage job satisfying practices through collaborative decision making to teachers.

4. The government through the ministry of education should consider teachers are involved in decision making in school on matters education to ensure participation of all teachers is paramount in order to ensure that teachers are satisfied with their jobs.

5. The Ministry of Education in conjunction with Education Practitioners should foster for theories that affect both teachers and head teachers and their work environment in providing a healthy environment for work

6. There is need for the Ministry of Education and Teachers Service Commission to fast track the promotion of teachers to enhance job satisfaction and reduce turnover intentions. This should be done regularly to make teachers have confidence in teaching and reduce turnover intentions. Also, should ensure that head teachers provide good working environment in school that promotes increased satisfaction of teachers.

5.5 Suggestion for further research

Based on the findings, the current study suggests as follows:

1. There is need to carry out a research on reasons as to why stakeholders in the education sector (TSC, MOE, principals and head teachers) do not fully involve teachers in decision making.

2. The scope of this study was public primary school teachers' in Nandi County. There is need to carry out a similarly study for extent analysis, for instance, in public primary schools in urban centers in Kenya to determine whether or not, teachers' there are satisfied with their jobs.

3. This study concentrated on teachers' job satisfaction in public primary schools in Nandi County.

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APPENDICES
Appendix I: Letter of Introduction

Paul Tirop Arusei

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 92-00902

Kikuyu

Date 09 /06/2021.

Dear Sir/Madam,

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES

I am a post graduate student at the University of Nairobi pursuing a Doctorate degree in the Department of Educational Administration. I am conducting a research on the "**Influence of Head Teachers' Management Practice on Job Satisfaction among teachers in Public Primary Schools in Nandi County, Kenya**". Kindly assist by completing the questionnaire to the best of your ability. Your identity will be treated with confidentiality while information will be used for purpose of the study only.

Thank you.

Yours faithfully,

Paul Tirop Arusei.

.

Appendix II: Head Teacher Questionnaire

The aim of this questionnaire is to get information on the influence of head teachers' management practices on job satisfaction. Your identity will be treated with confidential. Therefore, you should not write your name. Tick one response as appropriate or fill the space provide

Section A: Background Information

1. What is your gender?   Female [   ]   Male [   ]

2. What is your age in years

    Below 30 years [   ]   30 years [   ] 40 – 50 years [   ] above 50 years [   ]

3. How long have you worked?

    0 – 5 years [   ] 6 – 10 years [   ]   11 – 15 years [   ] 20 years and above [   ]

4. What is your level of education?

    Certificate P 1   [   ]   Diploma [] Bachelor Degree [   ]

    Master's degree [   ]   others [   ]

    Please   specify ……...

5. Have you attended any in-service course?   Yes [   ]   No (   )

Section B: Management practice of Head teachers on job satisfaction

Please indicate the level of agreement on the following aspects of management practice aspects on teacher job satisfaction. The scale is 1 – 5 whereby 1Highly dissatisfied (HD) 2.Moderately dissatisfied (MD) 3 Slightly Satisfied (SS) 4 Moderately Satisfied (MS) 5 Highly Satisfied (HS)

6. Work Allocations and job satisfaction	1	2	3	4	5
a)Explain tasks clearly to teachers					
b)Provide feedback to teachers on task performance					
c)Fair allocation of responsibilities to teachers					
d)Fair workload to teachers					
e) Apply skill variety while to perform tasks/ teaching					
f) Able to identity tasks from syllabus					
g) Identify Task significance from subject results					
7. Recognition and job satisfaction					
a)Provide Monetary rewards					
b)Provide Non-monetary rewards					
c)Highly motivated by fellow teachers as a team					
d) Rewarding of teachers by parents					
e) Provide the rewards by Board of management					
8 Career advancement and job satisfaction					
a)Allowed teachers to further education					
b)Advancement makes teachers better					
c)Potential for opportunities enhance job satisfaction					
d) Encourages promotion of teachers					
e)The advancement is autonomy					
f)Allowed salary increase					

9 .Working conditions and job satisfactions					
a)Provision of sanitary facilities increase job satisfaction					
b)Availability of adequate staff facilities eg desks					
c)Provide subsidized meals and water					
d) Provides teachers' houses and security					
e) Work in well ventilated rooms					
f)Provide adequate teaching and learning materials					
g) provide ICT for communication					
h) provides open communication channels					
10.Participatory decision making and job satisfaction					
a)Consults teachers in preparation of school budget					
b)Involves teachers in subject allocation					
c)Engage teachers in school purchases					
d)Consults teachers in ordering for school instructional materials					
e)Involves teachers in admitting new pupils					
f)Consult teachers in drawing the strategic plan of school					
g)Engage teachers in recruitment of support staff					
h) Involves teachers when dealing with discipline cases					

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11. Identify 3 challenges to teachers' job satisfaction

12What suggestions would you give to resolve the challenges so as to enhance

job

Satisfaction among teachers in public primary schools

13. List three other factors that may contribute to teachers' job satisfaction.

14. State 3 reasons which teachers must put in place in order to enhance

teacher job satisfaction in your school.

Thanks for your cooperation

Appendix III: Teacher Questionnaire

The aim of this questionnaire is to get information on the influence of head teachers' management practices on job satisfaction. Your identity will be treated with confidential. Therefore, you should not write your name. Tick one response as appropriate or fill the space provide.

Section A: Backgrounds Information

1. What is your gender?   Female [   ]   Male [   ]

2. What is your age in years

   Below 30 years [   ]   30 years [   ] 40 – 50 years [   ] above 50 years [   ]

3. How long have you worked?

   0 – 5 years [   ] 6 – 10 years [   ]   11 – 15 years [   ] 20 years and above [   ]

4. What is your level of education?

   Certificate P 1 [   ]   Diploma [   ]   Bachelor Degree [   ]

   Masters' degree   [   ]   others   [   ]   please specify [   ]…………..

5. Have you attended any in-service course?   Yes   [   ]   No ( )

6. **Section B: Management practice of Head teachers on job satisfaction**

7. Please indicate the level of agreement on the following aspects of Management aspects on teacher job satisfaction. The scale is 1 – 5 whereby

   1 – Strongly disagree, 2 – disagree, 3 – undecided, 4 – agree, 5 – strongly agree

.

6.Work Allocation and job satisfaction	1	2	3	4	5
a)Provide a clearly spelt out tasks to teachers					
b)provide feedback to teachers on task performance					
c) Fair allocation of responsibilities to teachers					
d) Provide fair workload to teachers					
e) Provide skill variety on teaching methods					
f) Able to identify tasks from syllabus					
g) Identify task significance from subject results					
7Recognition and job satisfaction					
a)Provide monetary rewards by head teachers					
b)Provide Non-monetary rewards by head teachers					
c)High recognition by parents and guardians					
d)Provide reward by Board of Management					
8 .Career advancement and job satisfaction					
a)Appreciate further studies					

b)Advancement makes teachers better					
c)Potential for opportunities enhance job satisfaction					
d)Encourages promotion of teachers					
e)The advancement is autonomy					
f)Allowed salary increase					
9.Working conditions and job satisfaction					
a)Provision of sanitary facilities increase job satisfaction					
b)Satisfied with staff facilities					
c)Satisfied with provision of meals and water					
d)Provision of teachers houses and security					
e)Well ventilated classrooms					
f)Adequate teaching and learning materials					
g)Availability of communication facilities					
Participation decision making and job satisfaction					
a)Head teachers consults teachers in preparation of school budget					
b)Head teachers involved teachers in subject allocation					
c)Head teachers involves teachers in school					

purchases					
d)Head teacher involves teachers in ordering for school instructional materials					
e)Head teacher involves teachers in admitting new pupils					
f)Head teachers involving teachers in drawing the strategic plan of the school					
g)Head teacher involves teachers in recruitment of support staff					
h)Head teacher involves teachers when dealing with discipline cases					

11. In your own opinion what other strategies should the head teachers and the government use to enhance teachers 'job satisfaction in public primary schools.

12. Suggest four possible solutions that can be used to improve job satisfaction among head teachers.

13. Do you think your salary affects your job satisfaction, if yes, how?

14. List three factors in order of their importance that contributes mostly to your overall job satisfaction.

15. State reasons which should be put in place to enhance teacher job satisfaction in school.

Thanks for your cooperation

Appendix IV: Interview Guide for Curriculum Officer (CSO)

1. What challenges do you encounter in trying to allocate work to head teachers in your Zone?

2. Are head teachers satisfied with their work Allocation? If No, why?

3. To what extent does head teacher recognition influence teachers' job satisfaction in your Zone?

4. State ways in which teachers' recognition by CSO influence job satisfaction.

5. How does teachers' career professional advancement influence job satisfaction?

6. To want extent does career advancement influence teachers' job satisfaction

7. How does teachers working conditions influence job satisfaction of teachers in your Zone

8. In your own opinion how has the working conditions influenced your motivation to maintain teachers in your Zone.

9. Does participatory decision making by head teachers influence teachers' job satisfaction?

10. To what extent does participatory decision making of head teachers influence teachers job satisfaction?

11. What other factors other than the ones mentioned above would you consider responsible for teachers level of job satisfaction in your Zone.

12. What suggestions will you give to challenges so as to enhance job satisfaction among teachers in your Zone?

13. What other strategies should the government and the head teachers employ to enhance teacher job satisfaction

Thanks for your cooperation.

Appendix V: Permit

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