



Social Determinants of Job Satisfaction among Public Secondary School Teachers in Chesumei Sub-County, Kenya

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Abstract: *This study examined the social determinants influencing job satisfaction among public secondary school teachers in Chesumei Sub-County, Kenya. Despite policy reforms and efforts to improve teacher welfare, many educators continue to experience dissatisfaction, affecting retention and performance. Guided by Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, the research focused on five key social factors: family, interpersonal relationships, accommodation, work environment, and nativity. A mixed-methods design was employed, involving 158 teachers and 14 principals selected through stratified and purposive sampling. Data were collected using questionnaires and interview schedules, and analyzed through descriptive statistics, Mann-Whitney U, Kruskal-Wallis H, and Pearson correlation tests. Findings revealed moderate overall job satisfaction, with teachers expressing greater satisfaction with workload and schedule flexibility, but dissatisfaction with remuneration, communication, housing, and cultural integration. Only accommodation and nativity had a statistically significant negative correlation with job satisfaction. Differences in satisfaction were observed across school categories and teacher demographics, with non-native teachers and those in poorly resourced schools reporting lower satisfaction. Interpersonal relationships and work environment, though negatively perceived, showed no significant correlation. The study concludes that improving housing conditions and addressing challenges faced by non-native teachers are critical to enhancing satisfaction. Recommendations include provision of adequate teacher housing, inclusive school policies, flexible work structures, and targeted support for non-local teachers. These findings underscore the importance of socially responsive administrative strategies in promoting teacher well-being, retention, and educational quality in Kenyan public schools.*

Keywords: *Job satisfaction, Social determinants, Public secondary schools, Teacher retention, Accommodation, Nativity, Interpersonal relationships, Work environment, Family support, Chesumei Sub-County*

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1. Introduction

Schools require teachers who are secure in their roles and can perform to high standards to implement educational

policies effectively and achieve desired outcomes. Research has consistently shown that teacher job satisfaction is critical for educator well-being and student success (Chen et al., 2022; Sood & Agarwal, 2022). Satisfied teachers exhibit higher productivity, deeper

student engagement, and lower turnover, fostering continuity and a stable learning environment. Conversely, dissatisfaction may lead to poor morale, strained peer collaboration, and a weakened educational climate. While both internal motivators (like passion for teaching) and external factors (such as a supportive school climate) influence satisfaction, intrinsic motivation often holds more weight.

Investing in teacher satisfaction directly supports student learning and institutional effectiveness. Satisfied teachers commit more fully to core responsibilities like lesson planning, assessment, and monitoring student progress (Akbari et al., 2022). Satisfaction stems from a blend of internal and external factors, with intrinsic motivators like recognition and purpose playing a fundamental role (Amabile et al., 2022). However, external support such as effective leadership and favorable working conditions enhances these internal drivers, contributing to a cycle of improved performance and satisfaction (Bakker et al., 2021; Angayarkanni, 2021).

Globally, teacher job satisfaction varies across contexts. Zakariya et al. (2020) found that countries like Austria and Canada rank high in teacher satisfaction, while others like Saudi Arabia and Malta fall behind. Although Tayyar (2014) reported general satisfaction among Saudi teachers, later studies identify persistent challenges like limited professional development and low social status (Al-Khatib et al., 2022). Similarly, teachers in Iran and South Africa face issues with workload, salary, and working conditions, affecting job satisfaction and leading to stress or early retirement (Akbari et al., 2022; Dłudla, 2019). In Tanzania, underpayment and administrative inefficiencies further dampen teacher morale (Mbonea et al., 2021).

In Kenya, studies also reflect diverse findings. Ngare (2018) reported higher dissatisfaction among more qualified preschool teachers, linking advanced qualifications with increased turnover. Jumba (2019) highlighted negative perceptions of the working environment, indicating a risk of teacher attrition. Among secondary school teachers, gender differences are evident: female teachers report higher satisfaction than males (Mocheche et al., 2017). Nonetheless, both male and female principals share concerns over heavy workloads and role-related frustrations (Onyango & Otieno, 2022). These dynamics underscore the need for nuanced, context-sensitive policies to support all educators.

Ultimately, teacher job satisfaction is shaped by a complex interplay of psychological, institutional, and socio-cultural factors. Addressing this challenge requires a comprehensive approach that enhances both the internal motivation and external conditions of teachers. From

offering fair compensation and professional development to cultivating positive school cultures and addressing gender disparities, creating environments where teachers feel valued and supported is critical. Only then can educational systems fully harness teachers' potential and ensure meaningful learning for all students.

1.1 Statement of the Problem

Despite numerous policy reforms and increased scholarly attention, teacher job satisfaction in Kenya remains a persistent and complex challenge with profound implications for educational quality and system effectiveness. Chronic dissatisfaction, often rooted in inadequate professional development, weak school leadership, and flawed principal appointment processes, continues to undermine instructional delivery and student performance. Studies by Christopher (2014) and Maritim (2019) highlight these structural gaps, particularly in counties like Nandi. Additionally, worsening working conditions such as excessive workloads, lack of respect, and exclusion from decision-making have fueled attrition, with Wamitu (2018) reporting a 61% turnover within ten years in Nyeri. Policy interventions like delocalization, though aimed at equity, have backfired, causing family disruption, resignations, and reduced teacher commitment (Shikokoti et al., 2021; Onsomu, 2014).

Social dynamics further compound the issue, with isolation due to remote postings, poor housing, and lack of basic amenities contributing to low morale and job dissatisfaction (Otieno et al., 2018). On the other hand, strong collegial support networks, particularly for early-career teachers, help foster resilience and improve satisfaction (Wanga & Simatwa, 2019). Gender-based disparities also play a significant role, with female teachers facing discrimination and limited community support, as noted by Oketch et al. (2017). These multifaceted challenges underscore the need for a holistic, context-sensitive approach that addresses structural, social, and gender-related factors. Without such interventions, Kenya risks exacerbating teacher attrition and compromising the goal of equitable, quality education for all.

1.2 Research Questions

1. What is the level of job satisfaction among secondary school teachers' in Chesumei Sub-County?
2. What is the rating of teachers on the social factors perceived to be influencing job satisfaction in terms of?
3. Family
4. Interpersonal relationships

5. Accommodation.
6. Work environment
7. Nativity

Is there a significant difference between the ratings of teachers on social factors perceived to influence their job satisfaction in terms of?

1. Category of schools
2. Native and non-native
3. Male and female
4. Age
5. Teaching discipline
- 6.Length of stay at school

Is there a significant relationship between the following social factors and teachers' job satisfaction?

- 1.Family
- 2.Interpersonal relationships
3. Accommodation.
4. Work environment
5. Nativity

1.3 Hypothesis

HA1. There is a significant difference in the levels of job satisfaction reported by teachers in: different categories of schools, native and non-native teachers, and male and female teachers, as mediated by their perceptions of social factors influencing job satisfaction.

1.4 Theoretical Framework

This study examined social factors affecting job satisfaction among secondary school teachers in Chesumei

Sub County through the lenses of Maslow's Hierarchy of Needs and Herzberg's Motivation-Hygiene Theory. Maslow's theory identifies five progressive levels of human physiological, safety, love and belonging, esteem, and self-actualization—that must be satisfied sequentially for individuals to achieve full job satisfaction. Within the teaching context, essential needs such as accommodation, job security, workplace relationships, and recognition align with these levels, highlighting that fulfilling basic and psychological needs enables teachers to reach self-actualization, thereby enhancing their performance and satisfaction. Social elements like nativity, family support, interpersonal relationships, and the work environment fit well within Maslow's framework, emphasizing its applicability to understanding teacher well-being. Complementing this, Herzberg's Motivation-Hygiene Theory differentiates intrinsic motivators—such as achievement, recognition, and promotion—from extrinsic hygiene factors like salary, supervision, and school policies. Herzberg argues that while hygiene factors are necessary to prevent dissatisfaction, true satisfaction arises only when motivational factors are present. In this study, hygiene factors including work environment, family dynamics, interpersonal relationships, and accommodation were crucial to understanding job satisfaction. Together, these theories offer a comprehensive perspective on how social and environmental conditions interact to influence teacher satisfaction, underscoring the need to address both foundational needs and intrinsic motivators to create a supportive and productive teaching environment in Chesumei Sub County.

1.5 Conceptual Framework

Independent Variables

Dependent Variables

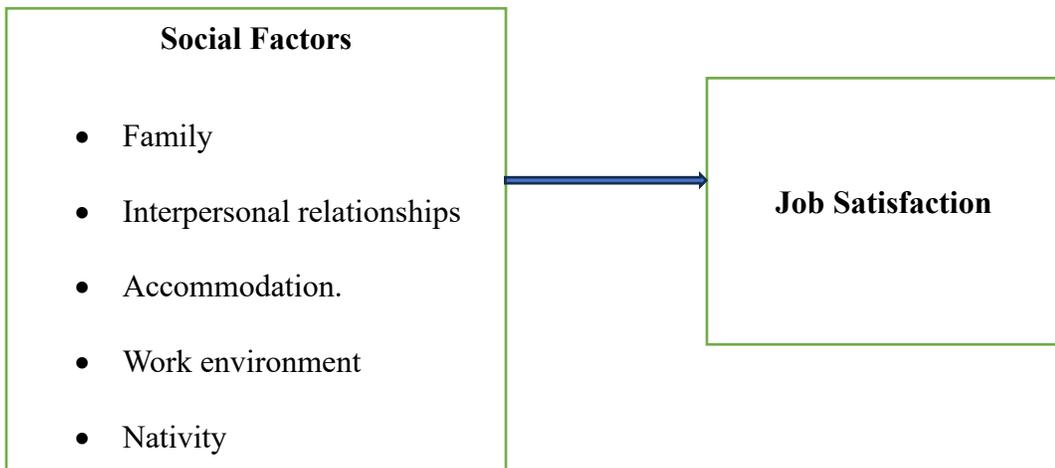


Figure 1: Conceptual Framework

The conceptual framework illustrates how various social factors—family support, interpersonal relationships, accommodation, work environment, and nativity (working within or outside one's home community)—influence teacher job satisfaction in Chesumei Sub-County. These independent variables affect teachers' emotional well-being, professional commitment, and overall fulfillment in their roles. Positive social conditions, such as strong family and collegial support, safe and respectful work environments, and being posted near home, are linked to increased job satisfaction, while strained conditions may lead to frustration, isolation, and reduced motivation. The framework offers insight into how improving these interconnected social dimensions can enhance teacher retention and performance.

2. Literature Review

2.1 Concept and Dimensions of Job Satisfaction

Job satisfaction refers to the degree of contentment individuals feel towards their job roles and work environments. Kaur (1984) and later scholars like Spector (2019) and Judge et al. (2021) agree that job satisfaction stems from emotional fulfillment, work achievement, and environmental factors such as relationships and institutional support. Kaliski (2007) frames it as a worker's sense of success and well-being, while Spector (2023) highlights intrinsic, extrinsic, and contextual factors. Job satisfaction influences retention and productivity, yet recent research (Van den Broeck et al., 2020; Rothwell et al., 2020) suggests it is a dynamic, multi-level construct shaped by individual, organizational, and external factors such as family support, workload, and job purpose.

2.2 Family and Nativity Factors

Family dynamics significantly influence job satisfaction. Studies by Musick and Hay (2020) and Onyango (2022) note that family roles, childcare, and marital responsibilities, when disrupted by job demands, result in low morale. Modest and Onyango (2021) found that teachers living away from their families experience emotional strain and financial burdens. Asadullah (2021) observed that teachers posted near their home areas enjoy higher satisfaction due to support from family and local networks. Strengthening family ties through proximity and policies supportive of work-life balance has been shown to improve teacher motivation, well-being, and classroom performance.

2.3 Interpersonal Relationships and Leadership

Positive relationships with supervisors and colleagues are critical for teacher satisfaction. Studies by Toropova et al. (2020) and Gesimba (2020) emphasize transparency, trust, and collegial cooperation. Teachers flourish under transformational and democratic leadership that fosters professional growth and open communication (Odumbe et al., 2022; Nyong'o et al., 2020). Relationships among colleagues, marked by mutual respect and collaboration, enhance workplace morale (Stromquist, 2018; Bella, 2023). A healthy organizational culture built on shared goals and participatory decision-making creates a supportive work environment that boosts teacher engagement and retention.

2.4 Community and Student Relations

Community involvement and student behavior also affect job satisfaction. Businginye (2016) and Ekuwam (2014) highlight the role of parental support and community respect in enhancing teacher morale. Teachers in urban areas often report more collaborative parent-teacher relationships than those in rural settings (Witte, 2015). Similarly, student discipline is essential for job satisfaction. Teachers derive meaning and fulfillment from constructive teacher-student relationships, but disruptive behavior remains a top reason for dissatisfaction (Toropova et al., 2019; Sims, 2017; Wachira & Gathungu, 2013). Effective student management, supported by parents and school policies, can significantly improve teacher satisfaction.

2.5 Accommodation and Work Environment

Adequate accommodation and a supportive work environment are foundational to teacher well-being. Teachers, especially in remote areas, often lack housing and basic amenities, leading to stress and absenteeism (Kingu & Lekule, 2023; Gupta in Modest & Onyango, 2021). Housing security improves punctuality and performance. Similarly, poor working conditions—overcrowded classrooms, inadequate teaching materials, and lack of infrastructure—undermine motivation and professionalism (Wanjala, 2018; Mkisi, 2020). Improvements in school facilities, resources, and service provision are necessary. Providing special allowances and ensuring social services in rural areas can help attract and retain qualified teachers, thereby improving educational outcomes.

2.6 Nativity

Nativity significantly influences teacher job satisfaction, particularly regarding whether teachers work near their place of origin or in culturally unfamiliar environments. Teachers tend to perform better and report higher satisfaction when they share linguistic, cultural, and social ties with the local community, as this familiarity fosters emotional comfort, social support, and a strong sense of belonging. Research by Worrell (2004) and Ekuwam (2014) supports the idea that such alignment enhances morale and overall job satisfaction. In contrast, teachers posted to unfamiliar areas often face exclusion, discrimination, and cultural dissonance, which negatively affect their job satisfaction. Language barriers may isolate non-native teachers from colleagues, while ethnic, religious, or cultural tensions can lead to marginalization or insecurity, as seen in volatile regions like Garissa where non-local teachers have faced attacks (Astariko, 2020). These identity-rooted challenges impact emotional well-being and increase attrition risk. Moreover, teachers working outside their home regions or countries encounter additional obstacles, including racial and linguistic discrimination and difficulties adapting to new educational systems and administrative practices. Studies by Lee (2015), Chen and Cheng (2009), and Yi'an (2001) highlight issues such as classroom management struggles, curriculum adjustments, and collaboration challenges with local staff. Foreign teachers may also feel their prior experience is undervalued, diminishing their professional self-esteem. The growing cultural and religious diversity in Kenya complicates teacher deployment further, sometimes leading to tensions, violence, and forced transfers that erode job satisfaction. Therefore, teacher satisfaction is closely linked to cultural and social integration, underscoring the importance of sensitive placement policies, targeted support systems, and enhanced security measures to protect and empower non-native educators.

3. Methodology

This study utilized a mixed-methods approach combining descriptive, correlational, and comparative research designs to explore the impact of social factors on job satisfaction among public secondary school teachers in Chusumei Sub-County. The descriptive design captured teachers' perceptions, attitudes, and satisfaction levels, while the correlational design assessed relationships between job satisfaction and variables such as family, interpersonal relationships, accommodation, work environment, and nativity. The comparative design facilitated examination of differences across demographic groups. The study targeted 570 teachers from 45 public

secondary schools, selecting a sample of 172 participants (158 teachers and 14 principals) through stratified, purposive, and systematic random sampling. Data collection involved questionnaires for teachers and interview schedules for principals, promoting triangulation and enhancing validity and reliability. A pilot study in Emgwen Constituency confirmed instrument reliability with a Cronbach's alpha of 0.882. Ethical protocols were rigorously followed, with approvals obtained from the University of Eastern Africa, Baraton Ethics Committee, NACOSTI, and local authorities. Informed consent was secured, and participants' confidentiality and anonymity were ensured. Quantitative data were analyzed using SPSS Version 25, employing descriptive statistics, Mann-Whitney U, Kruskal-Wallis H, and Pearson correlation tests to investigate relationships and group differences. Qualitative interview data underwent content analysis to identify emerging themes. Throughout the study, ethical principles such as voluntary participation, honesty, and data protection were strictly maintained.

4. Results and Discussion

4.1 Demographic Information

The demographic profile of the respondents reveals a near gender balance, with slightly more males than females participating and a small portion not disclosing their gender. Research on gender and job satisfaction is mixed, with some studies suggesting higher satisfaction among female teachers and others indicating greater contentment among males, often influenced by cultural and socioeconomic factors. The age distribution is broad but centers on the 30–34 years range, representing a predominantly mid-career teaching workforce whose varied experience levels may impact job satisfaction, as older teachers often report greater stability and professional maturity. Geographically, most respondents are natives of Chusumei Sub-County, while a significant minority come from other sub-counties such as Mosop, Emgwen, and Nandi Central, creating a mix of local and non-local cultural perspectives. Among non-local teachers, an even split between those with and without family accompaniment may affect their sense of stability and satisfaction. Most teachers have served 1–5 years at their current schools, suggesting recent appointments with growing familiarity, though a smaller group with longer tenure may enjoy higher satisfaction due to stronger community ties. The majority work in sub-county schools, which are more accessible, and ethnically most identify as Kalenjin, with some representation from minority groups like Luhya, Kikuyu, and Nubian—diversity that may influence job satisfaction, especially for minorities who could face marginalization. Science subjects dominate

teaching disciplines, likely reflecting their compulsory status in the curriculum. Finally, most respondents hold mid-level job groups (C2 to C4), with fewer in senior roles, mirroring the typical hierarchical structure of Kenya's secondary education system.

4.2 Job Satisfaction

The study sought to examine General Job Satisfaction in different Aspects of the Teaching Job. The research question

asked: What is the level of job satisfaction among secondary school teachers' in Chesumei Sub- County? Respondents were asked to indicate their level of satisfaction on a scale of 1 to 4 with 1 representing strongly dissatisfied, 2 representing dissatisfied, 3 representing satisfied and 4 representing strongly satisfied. The mean scale (General Job Satisfaction in different Aspects of the Teaching Job) was interpreted in a range of 1-4 where 1.00 – 1.49 represented highly dissatisfied, 1.50 – 2.49 represented dissatisfied 2.50 – 3.49 represented satisfied and 3.50 – 4.00 represented highly satisfied.

Table 1: General Job Satisfaction in different Aspects of the Teaching Job

Descriptive Statistics		
	Mean	Std. Deviation
How do you feel your teaching workload in terms of reasonability and manageability?	3.3671	.78484
How happy are you with the flexibility in your work schedule, including the arrangements for school holidays and leaves of absence?	3.3481	.61745
The school has an appealing working environment.	3.3038	.73761
Do you feel you have support and positive relationships with your colleagues and school staff?	3.1139	.88133
Please rate your confidence levels regarding job security and long-term career prospects within this school or the broader education sector.	2.9304	.79902
How confident do you feel about your prospects for promotion or career advancement within the school?	2.8987	.86097
How effective do you find the current communication and feedback strategies used by your school leadership?	2.7658	1.02309
How satisfied are you with the medical insurance and other fringe benefits offered by your school?	2.7405	.75865
Considering your experience and responsibilities as a teacher, are you properly remunerated?	2.7342	.96709
Average Mean	3.0219	.82174

Table 1 shows that, on average ($M = 3.0219$; $SD = 0.82174$), teachers reported moderate overall satisfaction with their profession, particularly with aspects such as teaching workload ($M = 3.3671$), work schedule flexibility ($M = 3.3481$), working environment ($M = 3.3038$), and collegial support ($M = 3.1139$). However, lower satisfaction was reported in areas like long-term career prospects ($M = 2.9304$), promotion opportunities ($M = 2.8987$), communication and feedback from school leadership ($M = 2.7658$), remuneration ($M = 2.7342$), and fringe benefits ($M = 2.7405$), with a notably high standard deviation in feedback strategies indicating varied experiences. Open-ended responses further highlighted areas of satisfaction such as access to teaching resources, school accessibility, student abilities, and social capital empowerment, while dissatisfaction centered around lack of motivation, minimal parental involvement, limited autonomy, large class sizes, and poor management practices. These findings suggest that teachers have not achieved optimal satisfaction, aligning with literature emphasizing the role of working conditions, pay, communication, and growth opportunities in influencing job satisfaction (Mathis & Jackson, 2006; Spector, 2019,

2023; Mutunga & Mulwa, 2022; Judge et al., 2021; Stromquist, 2018; O'Shea, 2021). Overall, the data underscores the need for targeted interventions to improve job security, leadership communication, and support systems to enhance teacher retention and performance.

4.3 Impact of Social Factors on Job Satisfaction

This research also explored how teachers rate the impact of various social factors on their job satisfaction, focusing on key aspects such as family, interpersonal relationships, accommodation, work environment, and nativity, guided by the research question:

What is the rating of teachers on the social factors perceived to be influencing job satisfaction in terms of?

1. Family
2. Interpersonal relationships
3. Accommodation.
4. Work environment
5. Nativity

4.4 Family Factors

The study aimed to assess the impact of family factors perceived to influence job satisfaction. Respondents were required to rate their degree of agreement or disagreement on a scale of 1 to 4 with 1 representing strongly disagree, 2

representing disagree, 3 representing agree and 4 representing strongly agree. The mean scale (family factors perceived to be influencing job satisfaction) was interpreted in a range of 1-4 where 1.00 – 1.49 represented strongly disagree, 1.50 – 2.49 represented disagree, 2.50 – 3.49 represented agree and 3.50 – 4.00 represented strongly agree.

Table 2: Family Factors

Descriptive Statistics	Mean	Std. Deviation
	I have to miss work activities due to the amount of time I must spend on family responsibilities.	2.8797
I spend a lot of money and time traveling to be with family.	2.7975	.92219
I live close to my family and have adequate time with them.	2.6456	1.05321
I have to miss family activities due to the amount of time I must spend on work responsibilities	2.5190	1.00141
School policies and procedures are flexible enough to accommodate the needs of teachers with families.	2.4051	.89612
I am given adequate time to be with family.	2.2911	.89089
My family understands and supports the demands of my work as a teacher.	2.2342	1.00424
I feel I am able to maintain a healthy work-life balance, considering my family commitments and teaching responsibilities.	2.1456	.89461
Average Mean	2.5011	.96018

The findings indicate that teachers in Chesumei Sub-County face significant challenges related to work-life balance, family proximity, and the flexibility of school policies to support family needs. While some teachers agreed they miss work due to family responsibilities (M = 2.8797) and spend time and money traveling with family (M = 2.7975), others expressed less satisfaction with school support structures, disagreeing that policies are flexible (M = 2.4051) or that they are given enough time for family (M = 2.2911). Many teachers also felt that their families do not fully understand or support the demands of their work (M = 2.2342), and few agreed they maintain a healthy work-life balance (M = 2.1456). High standard deviations across these items suggest considerable variability in experiences, with some teachers reporting strong family support and others struggling significantly. Interviews with head teachers reinforced these findings, highlighting concerns such as marital difficulties, long distances from family, and conflicts between official duties and home life. These results align with previous research (Otieno & Onchari, 2022; Chen et al., 2022; Odembo, 2013; Wachuka & Mwaura, 2021; Wangai, 2012), which

emphasize that strong family support enhances job satisfaction by offering emotional stability and reducing stress, while its absence can lead to isolation and dissatisfaction. Overall, the study underscores the pivotal role of family dynamics in shaping teacher well-being and satisfaction.

4.5 Interpersonal Relationships

The study aimed to explore how interpersonal relationships are perceived to influence job satisfaction. Respondents were asked to indicate their level of agreement on a scale of 1 to 4 with 1 representing strongly disagree, 2 representing disagree, 3 representing agree and 4 representing strongly agree. The mean scale (interpersonal relationships perceived to be influencing job satisfaction) was interpreted in a range of 1-4 where 1.00 – 1.49 represented strongly disagree, 1.50 – 2.49 represented disagree, 2.50 – 3.49 represented agree and 3.50 – 4.00 represented strongly agree.

Table 2: Interpersonal Relationships

Descriptive Statistics		
	Mean	Std. Deviation
The school administration effectively communicates important information, and is open to feedback and suggestions.	2.2911	.93280
I have cordial relationship with the school administration.	2.2532	.86648
There exists a cordial relationship with the community.	2.2025	.81981
Students value my efforts in the classroom.	2.1646	.80493
The community shows appreciation and support for teachers in our school.	2.1392	.77762
I feel valued by my colleagues at school.	2.1203	.86957
I have a positive relationship with the students built on trust and respect to each other.	2.1013	.93883
I get along with colleagues, trust each other and help each other improve.	2.0886	.90561
Average Mean	2.1746	.86081

Table 2 indicates that teachers generally disagree with statements suggesting positive interpersonal relationships within their professional environment, with low mean scores across areas such as effective communication from school administration ($M = 2.1746$), openness to feedback ($M = 2.2911$), cordial relationships with administration ($M = 2.2532$), community ($M = 2.2025$), and students ($M = 2.1646$), as well as feelings of being valued by colleagues ($M = 2.1203$) or having trust-based, collaborative relationships ($M = 2.0886$). The high standard deviations reflect significant variability in experiences, suggesting that while some teachers benefit from supportive relationships, many do not. Interview data, however, highlighted efforts by school leadership to promote interpersonal connections through social events like funerals, weddings, and informal gatherings, as well as structured initiatives such as mentorship programs, counseling services, workshops, regular meetings, and appraisals. Despite these efforts, the data underscore a concerning gap in relational satisfaction. This aligns with existing literature emphasizing the vital role of strong interpersonal relationships in enhancing job satisfaction (Angayarkanni, 2021; Wanga & Simatwa, 2019; Kariuki et

al., 2020). Supportive peer interactions, conflict resolution, collaborative leadership, student respect, and community involvement all contribute to a positive work culture. Studies by Mutua, Njeru, Ochieng, Wanja, and others consistently show that environments fostering mutual respect, inclusion, and emotional support significantly improve teacher morale, engagement, and long-term satisfaction.

4.6 Accommodation

The study aimed to examine how accommodation factors are perceived to influence job satisfaction. Respondents were asked to indicate their level of agreement on a scale of 1 to 4 with 1 representing strongly disagree, 2 representing disagree, 3 representing agree and 4 representing strongly agree. The mean scale (accommodation factors perceived to be influencing job satisfaction) was interpreted in a range of 1-4 where 1.00 – 1.49 represented strongly disagree, 1.50 – 2.49 represented disagree, 2.50 – 3.49 represented agree and 3.50 – 4.00 represented strongly agree.

Table 3: Accommodation

Descriptive Statistics		
	Mean	Std. Deviation
I am provided accommodation at the school.	2.9367	1.02630
The rent/mortgage cost of my accommodation is fair and reasonable for the value I receive.	2.8418	.98085
My current accommodation meets my basic needs and requirements.	2.6456	1.02252
Overall, I am satisfied with my current accommodation.	2.5823	.97885
I have access to essential amenities and services (e.g., groceries, healthcare).	2.4620	.85686
The location of my accommodation is convenient for my work.	2.4304	.99915
My current housing/accommodation allows me to live comfortably and focus on my job as a teacher.	2.4114	.80705
Average Mean	2.6115	.96052

The average mean across all accommodation-related factors ($M = 2.6115$; $SD = 0.96052$) suggests that teachers in Chesumei Sub-County generally express moderate satisfaction with their housing, though not at an optimal level. Teachers mostly agreed with statements regarding being provided accommodation at school ($M = 2.9367$), reasonable rent or mortgage costs ($M = 2.8418$), and having housing that meets basic needs ($M = 2.6456$). However, they disagreed on issues such as availability of essential amenities ($M = 2.4620$), convenient location of housing ($M = 2.4304$), and whether their accommodation allows them to live comfortably and focus on their teaching responsibilities ($M = 2.4114$). High standard deviations across these items indicate significant variability in teachers' housing experiences, reflecting disparities in access, quality, and convenience. Interviews with principals reinforced this, with only a few teachers having access to staff quarters, many relying on rentals, and several reporting issues like poor housing quality, lack of safety, and commuting challenges that contribute to stress and reduced job satisfaction. These findings are echoed in existing literature, where studies (e.g., Wanga & Simatwa,

2019; Kingu & Lekule, 2023; Kopyo, 2020) emphasize that inadequate housing negatively impacts teacher well-being, performance, and retention. The research supports calls for policy interventions, such as constructing teacher housing or providing housing allowances, especially for those posted far from their homes, to enhance overall job satisfaction and professional effectiveness.

4.7 Work Environment

The study sought to examine work environment factors perceived to be influencing job satisfaction. Respondents were asked to indicate their level of agreement on a scale of 1 to 4 with 1 representing strongly disagree, 2 representing disagree, 3 representing agree and 4 representing strongly agree. The mean scale (work environment factors perceived to be influencing job satisfaction) was interpreted in a range of 1-4 where 1.00 – 1.49 represented strongly disagree, 1.50 – 2.49 represented disagree, 2.50 – 3.49 represented agree and 3.50 – 4.00 represented strongly agree.

Table 4: Work Environment

Descriptive Statistics		
	Mean	Std. Deviation
I can easily access the essential materials I need for my lessons when required.	2.3228	.88346
Available school facilities, including classrooms, staffrooms, technology resources, and grounds, adequately support daily teaching activities and the overall well-being of a teacher.	2.3165	.83771
I am comfortable with the geographical location of the school.	2.2215	.81876
There are enough and qualified staff at my school to support student needs and student well-being.	2.1899	.87537
My personal well-being is positively impacted by the current work environment at the school.	2.1709	.91827
The commute to the geographical location of the school is convenient and comfortable for me.	2.1203	.75171
My station provides space and resources needed to effectively teach my classes	2.1203	.76013
The work environment at the school is pleasant	2.1076	.80275
Average Mean	2.1909	.83871

As shown in Table 4, teachers generally expressed dissatisfaction with their work environment, reflected by an overall average mean of 2.1909 (SD = 0.83871), indicating disagreement across several key factors. Teachers disagreed that they have easy access to essential teaching materials (M = 2.3228), that school facilities adequately support their work and well-being (M = 2.3165), or that the geographical location of the school is comfortable (M = 2.2215). They also felt there are insufficient qualified staff to support students (M = 2.1899), that the work environment does not support their personal well-being (M = 2.1709), and that commuting to school is inconvenient (M = 2.1203). Further dissatisfaction was noted regarding the unpleasantness of the work environment and the inadequacy of teaching space and resources (M = 2.1203 and M = 2.1076, respectively). While some variability exists, the overall trend highlights predominantly negative perceptions. Interviews reinforced these concerns, with teachers citing salary issues (8 respondents), gossip (4), jealousy among colleagues (6), and the role of staff bonding activities such as tours, get-togethers, and workshops in shaping workplace atmosphere. These findings align with literature emphasizing that an unsupportive and under-resourced

work environment negatively affects job satisfaction, performance, and retention (Njenga, 2012; Wanjala, 2018; Matla & Xaba, 2019). Factors such as poor infrastructure, inadequate resources, remote locations, and lack of qualified personnel contribute significantly to teacher dissatisfaction, supporting the need for systemic improvements as highlighted by Mkisi (2020) and Gesimba (2020).

4.8 Nativity

The study aimed to explore the impact of nativity factors on job satisfaction as perceived by teachers. Respondents were asked to indicate their level of agreement on a scale of 1 to 4 with 1 representing strongly disagree, 2 representing disagree, 3 representing agree and 4 representing strongly agree. The mean scale (nativity factors perceived to be influencing job satisfaction) was interpreted in a range of 1-4 where 1.00 – 1.49 represented strongly disagree, 1.50 – 2.49 represented disagree, 2.50 – 3.49 represented agree and 3.50 – 4.00 represented strongly agree.

Table 5: Nativity

Descriptive Statistics	Mean	Std. Deviation
I experience difficulty building personal connections with students from culturally different backgrounds.	2.6709	1.04937
The school provides any specific training or support for teachers to navigate cultural differences in student interactions	2.5443	1.00060
Working in this sub county affects my overall job satisfaction as a teacher in this school	2.5127	.85762
I feel comfortable and included in the staffroom and office conversations.	2.2975	.86333
Other people's cultural beliefs and practices do not interfere with mine.	2.2975	1.09724
I am not discriminated because this is not my home sub county.	2.2722	1.09805
I do not receive threats because this is not my home sub county.	2.2468	1.13814
My culture is valued and appreciated.	2.1646	1.00863
Average Mean	2.4212	1.02062

Based on Table 5, teachers generally express negative sentiments toward nativity-related aspects of their school environment, with an overall mean of 2.4212 (SD = 1.02062) indicating disagreement with positive statements about cultural inclusion and acceptance. Teachers acknowledge difficulties in building personal connections with students from different cultural backgrounds (M = 2.6709) and recognize some level of school support in navigating these differences (M = 2.5443). However, they largely disagree that others' cultural beliefs do not interfere with theirs (M = 2.2975), that they feel comfortable and included in staffroom conversations (M = 2.2975), or that they are free from discrimination and threats related to being non-native (M = 2.2722 and M = 2.2468, respectively). They also disagree that their culture is valued and appreciated (M = 2.1646). The high standard deviations across these items highlight significant variability in teachers' experiences, suggesting that while some feel accepted and supported, many face cultural tension, discrimination, and exclusion. Interviews with principals support these findings, noting isolated but impactful incidents of cultural discrimination alongside efforts such as induction programs, cultural sensitivity training, mentorship, and fostering open dialogue to address these challenges. These results align with literature showing that teachers with strong local ties tend to report higher job satisfaction due to cultural familiarity and social integration, whereas non-native teachers often encounter

isolation, prejudice, and difficulties that lower their job satisfaction (Muthanna et al., 2022; Stromquist, 2018; Worrell, 2004; Lee, 2015). Additional social factors affecting satisfaction include IT literacy, tenure, welfare, social amenities, the Teachers Service Commission, and faith affiliations, underscoring the complex cultural and social dynamics shaping teachers' professional experiences.

4.9 Difference Between the Ratings of Teachers on Social Factors Perceived to Influence their Job Satisfaction

The researcher aimed to investigate whether significant differences exist in teachers' ratings of social factors perceived to influence their job satisfaction, based on the following variables:

1. Category of schools
2. Native and non-native
3. Male and female
4. Age
5. Teaching discipline
6. Length of stay at school

4.10 Category of Schools

Table 6: Category of Schools (Mean of Ranks)

Mean of Ranks					
	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Category of School					
National (48)	75.21	76.58	69.98	76.6	73.85
Extra County (26)	92.42	81.85	106.31	78.65	85.54
County (8)	79.75	87.25	56.38	71.5	66
Sub County (76)	77.76	79.72	78.78	82.46	82.42

The table shows that Extra County schools have the highest mean ranks for family factors (92.42) and accommodation (106.31), suggesting that teachers in these schools face significant challenges in balancing family life and securing adequate housing. County schools rank highest for interpersonal relationships (87.25) but lowest for accommodation (56.38), indicating better living conditions but more concerns with relationships among staff and administration. Sub County schools show the highest mean ranks for work environment (82.46) and nativity (82.42),

reflecting greater dissatisfaction with working conditions and issues related to cultural integration. National schools, in contrast, have more balanced and generally lower ranks across all categories, suggesting fewer extreme challenges in any specific area, though no category stands out as particularly problematic. Overall, Extra County and Sub County schools seem to face more acute issues in specific areas, while National schools provide a more even experience for teachers.

Table 7: Category of School (Test Statistics)

Test Statistics					
	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Kruskal-Wallis H	2.641	.500	13.219	.770	2.207
Df	3	3	3	3	3
Asymp. Sig.	.450	.919	.004	.857	.531

a. Kruskal Wallis Test

a. Grouping Variable: Category of School

The results revealed no significant differences in teachers' ratings of family factors ($H=2.641$, $p=0.450$), interpersonal relationships ($H=0.500$, $p=0.919$), work environment ($H=0.770$, $p=0.857$), or nativity ($H=2.207$, $p=0.531$) across different school categories, indicating that teachers' perceptions of these aspects of job satisfaction are consistent regardless of the type of school. However, a significant difference was found in accommodation ratings ($H=13.219$, $p=0.004$), suggesting that school category influences teachers' views on their living conditions, with some schools likely offering better or worse accommodation. This significant variation in

accommodation perceptions could reflect disparities in resources and facilities between school categories, potentially impacting job satisfaction more notably in extra-county schools. These findings align with Sims (2017), who noted that better-resourced schools generally provide more supportive environments, contributing to higher teacher satisfaction, while other social factors appear similarly experienced across all school types.

4.11 Origin of the Teacher (Native and Non-Native)

Table 8: Origin of the Teacher (Mean of Ranks)

Mean of Ranks	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Origin of the Teacher					
Chesumei Sub- County (101)	74.45	72.01	80.1	74.52	76.42
Other Sub counties (57)	88.45	92.76	78.44	88.32	84.96

The data indicates that teachers from other sub-counties generally express higher levels of dissatisfaction across various job satisfaction factors compared to those from Chesumei Sub- County. Specifically, non-native teachers report mean ranks of 88.45 for family factors, 92.76 for interpersonal relationships, 88.32 for work environment, and 84.96 for nativity. These elevated scores suggest that they experience significant challenges in maintaining a healthy work-life balance, fostering positive relationships with colleagues and administration, and feeling accepted in their work environment. For instance, the high rank in interpersonal relationships implies that they might struggle with feelings of isolation or lack of support within the school community.

In contrast, teachers from Chesumei Sub- County show lower mean ranks of 74.45 for family factors, 72.01 for interpersonal relationships, 80.1 for accommodation, 74.52 for work environment, and 76.42 for nativity. These lower ranks indicate that they experience fewer concerns or challenges in these areas, suggesting a more favourable perception of their work conditions and relationships within the school. While Chesumei teachers are generally more satisfied in most areas, they have a higher mean rank for accommodation (80.1) compared to their non-native counterparts (78.44). This indicates that even though they report fewer overall concerns, their accommodation situation might be a notable source of dissatisfaction, suggesting that housing conditions could still be an issue for local teachers.

Table 9: Origin of the Teacher (Test Statistics)

Test Statistics	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Mann-Whitney U	2368.500	2122.500	2818.000	2376.000	2567.000
Wilcoxon W	7519.500	7273.500	4471.000	7527.000	7718.000
Z	-1.859	-2.751	-.220	-1.826	-1.132
Asymp. Sig. (2-tailed)	.063	.006	.826	.068	.258

a. Grouping Variable: Origin of the Teacher

The results showed no significant difference in ratings of family factors ($U=2368.5$, $p=0.063$), accommodation ($U=2818$, $p=0.826$), work environment ($U=2376$, $p=0.068$), or nativity-related factors ($U=2567$, $p=0.258$) between native and non-native teachers, indicating that these aspects of job satisfaction are perceived similarly regardless of teachers' origin. However, a significant difference was found in ratings of interpersonal relationships ($U=2122.5$, $p=0.006$), suggesting that native and non-native teachers have notably different experiences

in this area, which may affect their overall job satisfaction. This aligns with findings by Toropova et al. (2021), who noted that non-native teachers often face personal and professional challenges, including cultural isolation and lack of social support, as also highlighted by Lee (2015) and Nganzi (2014), contributing to reduced job satisfaction among this group.

4.12 Gender of the Respondent

Table 10: Gender of the Respondents (Mean of Ranks)

Mean of Ranks					
	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Gender					
Male (78)	77.96	82.31	76.67	79.13	81.77
Female (74)	74.97	70.37	76.32	73.73	70.95

The data shows minor differences in the perceptions of job satisfaction factors between male and female teachers. Male teachers ranked family factors (77.96), interpersonal relationships (82.31), accommodation (76.67), work environment (79.13) and nativity (81.77) slightly higher

compared to female teachers who had ranks of 74.97, 70.37, 76.32, 73.73, and 70.95 respectively. This suggests that male teachers generally have a marginally more negative view on these factors compared to female teachers.

Table 11: Gender of the Respondents (Test Statistics)

Test Statistics					
	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Mann-Whitney U	2772.500	2432.500	2873.000	2681.000	2475.000
Wilcoxon W	5547.500	5207.500	5648.000	5456.000	5250.000
Z	-.421	-1.680	-.048	-.759	-1.521
Asymp. Sig. (2-tailed)	.674	.093	.962	.448	.128

a. Grouping Variable: Gender of the Respondent

The results showed no significant difference in ratings of family factors between male and female teachers ($U=2772.5$, $p=0.674$), indicating that perceptions of family-related influences on job satisfaction do not vary by gender. Similarly, no significant differences were found in ratings of interpersonal relationships ($U=2432.5$, $p=0.093$), accommodation ($U=2873$, $p=0.962$), work environment ($U=2681$, $p=0.448$), or nativity-related factors ($U=2475$, $p=0.128$) between male and female teachers. These findings suggest that male and female teachers generally perceive these five social factors family factors, interpersonal relationships, accommodation, work

environment, and nativity similarly in relation to their job satisfaction.

However, this contrasts with findings from Oketch et al. (2017), who argued that male and female teachers might experience job satisfaction differently due to distinct societal expectations and responsibilities. This discrepancy highlights the need for further research to explore gender-specific factors that might influence teacher satisfaction in different contexts.

4.13 Age of the Respondent

Table 12: Age of the Respondents (Mean of Ranks)

Mean of Ranks					
	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Age of the Respondent					
20-24	70	84.3	47.3	81.3	47.3
25-29	76.13	73.21	55.93	64.96	77.75
30-34	81.43	84.52	86.88	84.9	89.38
35-39	90.38	87.92	95.38	92.85	79.5
40-44	84.5	89.17	103.06	79.5	90.89
45-49	82.06	63.31	76.56	77.81	71.75
50-54	54.25	54.5	52	51	36.63
55-60	20	51	101	93	149

The perception of job satisfaction factors varies significantly across different age groups. Younger teachers (20-24 years) had lower mean ranks for family factors (70) and accommodation (47.3), indicating fewer concerns in these areas compared to older age groups. Teachers aged 30-34 experienced more challenges with family factors (81.43) and accommodation (86.88), suggesting growing responsibilities and dissatisfaction. Teachers aged 40-44 reported the highest dissatisfaction with accommodation (103.06) and nativity (90.89), indicating potential struggles

with housing and cultural integration. In contrast, teachers aged 55-60 had the lowest rank for family factors (20), showing fewer family-related issues, but ranked nativity (149) the highest, highlighting significant dissatisfaction with cultural integration. This suggests that older teachers, despite experiencing stability in some areas, face considerable challenges related to nativity, particularly in adapting to or feeling included in their working environment.

Table 13: Age of the Respondents (Test Statistics)

Test Statistics					
	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Kruskal-Wallis H	8.338	8.175	25.278	9.120	20.701
Df	7	7	7	7	7
Asymp. Sig.	.304	.317	.001	.244	.004

a. Kruskal Wallis Test

b. Grouping Variable: Age of the Respondent

The results showed no significant difference in ratings of family factors between different age groups of teachers (H=8.338, p=0.304), suggesting that perceptions of family-related influences on job satisfaction are consistent across age groups. Similarly, there was no significant difference in ratings of interpersonal relationships (H=8.175, p=0.317) or work environment (H=9.120, p=0.244)

between age groups, indicating these factors are perceived similarly regardless of age.

However, significant differences were found in ratings of accommodation (H=25.278, p=0.001) and nativity (H=20.701, p=0.004) across different age groups. This suggests that teachers' age influences their perceptions of

accommodation and nativity-related factors, with variations in experiences or expectations that could impact their job satisfaction.

Overall, these findings imply that while family, interpersonal relationships, and work environment factors are experienced similarly by teachers of all ages, accommodation and nativity are areas where age plays a

notable role in shaping satisfaction levels. This aligns with Rothwell et al. (2020), who highlighted that age-related factors can affect job satisfaction, and Sahito and Vaisanen (2020), who suggested that older teachers might experience higher job satisfaction due to accumulated experience and role stability.

4.14 Discipline Taught

Table 14: Discipline Taught (Mean of Ranks)

Mean of Ranks					
Discipline	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Humanities	71.62	68	72.33	74.24	83.64
Languages	95.4	75	65.4	75.88	59.76
Sciences	78.1	85.84	86.36	82.36	82.13

The perception of job satisfaction factors varies across different teaching disciplines. Teachers in the humanities report the lowest mean ranks for family factors (71.62), interpersonal relationships (68), and accommodation (72.33), indicating fewer concerns or challenges in these areas compared to their peers in other disciplines. However, they report higher dissatisfaction with nativity (83.64), suggesting cultural or locational challenges. Language teachers, while showing fewer issues with nativity (59.76), express greater concerns regarding family

factors (95.4), indicating dissatisfaction in balancing family responsibilities. Science teachers exhibit the highest levels of dissatisfaction in accommodation (86.36) and interpersonal relationships (85.84), suggesting significant challenges in housing and relationships with colleagues. Overall, while different disciplines face varying challenges, language teachers are particularly concerned about family factors, while science teachers struggle with accommodation and interpersonal relationships.

Table 15: Discipline Taught (Test Statistics)

Test Statistics					
	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Kruskal-Wallis H	4.531	4.845	5.547	1.093	5.401
Df	2	2	2	2	2
Asymp. Sig.	.104	.089	.062	.579	.067

a. Kruskal Wallis Test

b. Grouping Variable: Discipline

The results showed no significant difference in ratings of family factors and interpersonal relationships across different age groups of teachers, indicating that perceptions of these social influences on job satisfaction are relatively

consistent regardless of age. Similarly, teachers' views on their work environment did not vary significantly with age. However, significant differences were found in the ratings of accommodation and nativity, suggesting that age plays

an important role in shaping teachers' satisfaction with their living conditions and experiences related to cultural background or belonging. This implies that teachers of different ages have varied expectations or experiences in these areas, which may influence their overall job satisfaction. These findings are supported by existing

literature, which suggests that older teachers often report higher job satisfaction due to accumulated experience and greater stability in their professional roles.

4.15 Length of Stay at School

Table 161: Length of Stay at School (Mean of Ranks)

Mean of Ranks					
	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Length of Stay at School					
1-5 Years	74.11	75.77	68.9	78.61	76.63
6-10 Years	80.6	88.9	92.03	65.4	93.13
11-15 Years	90.1	81.25	96.1	92.95	78
Above 15 years	91.1	68	94.9	87.8	53.6

The perception of job satisfaction factors varies based on the length of stay at a school. Teachers who have stayed 1-5 years report lower mean ranks for most factors, such as family factors (74.11) and accommodation (68.9), indicating fewer concerns or dissatisfaction compared to those who have stayed longer. Teachers in the 6-10 year range report the highest dissatisfaction with accommodation (92.03) and nativity (93.13), suggesting challenges in housing and feeling culturally integrated. Teachers who have stayed 11-15 years report high

dissatisfaction with accommodation (96.1) and the work environment (92.95), indicating that the longer tenure may lead to growing frustration with living conditions and work facilities. Those who have stayed above 15 years show high dissatisfaction with accommodation (94.9) but fewer issues with nativity (53.6), implying that while housing remains a significant challenge, cultural integration and belonging improve over time. Overall, dissatisfaction with accommodation increases with the length of stay, while concerns about nativity diminish with experience.

Table 17: Length of Stay at School (Test Statistics)

Test Statistics					
	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
Kruskal-Wallis H	3.106	2.581	11.521	5.030	6.404
Df	3	3	3	3	3
Asymp. Sig.	.376	.461	.009	.170	.094

a. Kruskal Wallis Test

b. Grouping Variable: Length of Stay at School

The results showed no significant difference in teachers' ratings of family factors and interpersonal relationships based on their length of stay at the school, indicating that perceptions of these influences on job satisfaction remain consistent regardless of tenure. Similarly, no significant differences were found in teachers' views of the work environment and nativity-related factors across different lengths of stay. However, accommodation ratings varied significantly with length of stay, suggesting that teachers'

experiences or expectations regarding their living conditions change the longer they remain at a school. This finding aligns with Othoo and Nekesa (2022), who noted that longer-serving teachers tend to develop stronger connections and adapt better, resulting in greater satisfaction with their accommodation. Overall, only accommodation showed a statistically significant difference across lengths of stay, while other social factors were perceived similarly regardless of tenure. The

hypothesis that job satisfaction levels differ by school category, nativity, and gender mediated by social factors is partially supported, with significant differences found mainly in accommodation and interpersonal relationships.

4.16 Significant Relationship between Social Factors and Teachers' Job Satisfaction

The researcher aimed to explore the significant relationship between various social factors and how they influence

teachers' job satisfaction guided by the research question, Is there a significant relationship between the following social factors and teachers' job satisfaction?

1. Family
2. Interpersonal relationships
3. Accommodation.
4. Work environment
5. Nativity

Table 18: Pearson's Correlation for between social factors and job satisfaction

Correlations			General Job Satisfaction	Family factors	Interpersonal relationships	Accommodation	Work environment	Nativity
General Job Satisfaction	Pearson Correlation	1	.008	-.144	-.173*	-.143	-.314**	
	Sig. (2-tailed)		.916	.071	.030	.073	.000	
	N	158	158	158	158	158	158	
Family factors	Pearson Correlation	.008	1	.545**	.360**	.538**	.190*	
	Sig. (2-tailed)	.916		.000	.000	.000	.017	
	N	158	158	158	158	158	158	
Interpersonal relationships	Pearson Correlation	-.144	.545**	1	.317**	.578**	.654**	
	Sig. (2-tailed)	.071	.000		.000	.000	.000	
	N	158	158	158	158	158	158	
Accommodation	Pearson Correlation	-.173*	.360**	.317**	1	.470**	.491**	
	Sig. (2-tailed)	.030	.000	.000		.000	.000	
	N	158	158	158	158	158	158	
Work environment	Pearson Correlation	-.143	.538**	.578**	.470**	1	.446**	
	Sig. (2-tailed)	.073	.000	.000	.000		.000	
	N	158	158	158	158	158	158	

Nativity	Pearson Correlation	-.314**	.190*	.654**	.491**	.446**	1
	Sig. (2-tailed)	.000	.017	.000	.000	.000	
	N	158	158	158	158	158	158

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation analysis was conducted to examine the relationship between general job satisfaction and five social factors: family factors, interpersonal relationships, accommodation, work environment, and nativity.

4.17 Accommodation

There is a significant negative correlation between job satisfaction and accommodation ($r = -.173, p = .030$). This means that poor accommodation is linked to lower job satisfaction among teachers. The literature clearly indicates that adequate housing significantly enhances job satisfaction among teachers. Wanga and Simatwa (2019) discovered that poor housing conditions negatively impact both teacher performance and satisfaction. Kingu and Lekule (2023) stressed the necessity of providing adequate housing for teachers. Kopiyo (2020) indicated that inadequate housing infrastructure is a major cause of job dissatisfaction to teachers.

4.18 Nativity

There is a significant negative correlation between job satisfaction and nativity ($r = -.314, p < .000$). This indicates that non-native teachers tend to experience lower job satisfaction compared to native teachers. Working in one's home area, as opposed to a foreign land, significantly impacts job satisfaction. Lee (2015) highlighted that non-native teachers often face challenges such as cultural isolation and lack of social support, leading to lower job satisfaction. Nganzi (2014) found that teachers who work away from their home regions often experience lower job satisfaction due to isolation from their social support networks and cultural adjustments. Toropova et al. (2021) similarly argue that the personal and professional challenges faced by non-native teachers can lead to decreased job satisfaction. These findings suggest a negative correlation between nativity and job satisfaction, where non-native teachers tend to be less satisfied with their jobs compared to their native counterparts.

4.19 Family Factors

There is no significant correlation between job satisfaction and family factors ($r = .008, p = .916$). This suggests that family dynamics do not directly influence job satisfaction, although previous research highlights the potential impact of family support on overall well-being. Family support as one of the most significant factors influencing teachers' job satisfaction. Onyango (2022) points out that excessive involvement in work consumes considerable time, adversely affecting family responsibilities ultimately leading to reduced job morale. Modest and Onyango (2021) discovered that teachers expressed dissatisfaction with their jobs when they are separated from their spouses and families, which also resulted in additional travel expenses.

4.20 Interpersonal Relationships

The findings revealed no significant correlation between job satisfaction and interpersonal relationships ($r = -.144, p = .071$). This indicates that, in this specific sample, interpersonal relationships do not have a direct impact on job satisfaction. Although the correlation is negative, suggesting a potential weak inverse relationship, it is not statistically significant, however, literature underscores the crucial role of interpersonal relationships within the school environment in fostering job satisfaction. O'Shea (2021) underscores the importance of positive interactions and colleague support in creating a supportive and collaborative workplace, which can enhance job satisfaction. Similarly, Shah et al. (2012) found a strong connection between motivation and job satisfaction, highlighting that positive relationships with colleagues can significantly improve overall job satisfaction.

4.21 Work Environment

The findings reveal a weak negative correlation between job satisfaction and the work environment ($r = -.0143, p = 0.073$), but this relationship is not statistically significant, indicating that in this sample, the work environment does not have a meaningful direct impact on job satisfaction.

Consequently, the researcher cannot conclusively state that the work environment negatively affects job satisfaction. Nonetheless, existing literature underscores the importance of a positive work environment—including supportive administration and adequate resources—in fostering teacher satisfaction (Mutunga & Mulwa, 2022; Spector, 2019). The study also found that accommodation and nativity significantly and negatively influence teachers' job satisfaction, while family factors, interpersonal relationships, and the work environment show no significant correlations. This suggests that improving accommodation and addressing nativity-related challenges are critical for enhancing overall job satisfaction. Thus, the hypothesis that social factors relate significantly to teachers' job satisfaction is only partially supported, with significant negative associations observed for accommodation and nativity, but not for family factors, interpersonal relationships, or the work environment.

5. Conclusion and Recommendations

5.1 Conclusion

The study concluded that while teachers generally feel satisfied with aspects like workload and schedule flexibility, significant dissatisfaction persists in areas such as remuneration, accommodation, and experiences tied to nativity. Teachers often struggle to balance family obligations and work due to rigid policies, and weak interpersonal relationships within schools further hinder satisfaction. Although some housing arrangements are favorable, many teachers face challenges related to amenities, safety, and distance. A negative perception of the work environment marked by inadequate resources and support also contributes to job stress. Notably, non-native teachers face greater dissatisfaction, and only accommodation and nativity were found to significantly impact overall job satisfaction.

5.2 Recommendations

To improve teacher job satisfaction, this study recommends several targeted interventions. Schools should adopt flexible work policies and promote a healthy work-life balance to support teachers with family obligations. Strengthening interpersonal relationships through better communication, collaboration, and conflict resolution training is essential. Improving teacher accommodation by expanding housing options, enhancing safety, and easing commuting burdens will positively impact satisfaction. Addressing school infrastructure, resource accessibility, and staffing shortages particularly in remote areas is also critical. Finally, supporting non-native teachers through inclusive practices, mentorship, and cultural integration

programs will foster a more equitable and cohesive working environment.

5.3 Suggestion for Further Studies

1. Further research could explore how active community engagement and participation in local cultural activities affect teacher satisfaction and retention, especially for non-native teachers.
2. broader examination of socioeconomic factors can provide a more comprehensive understanding. Factors such as income levels, access to healthcare, and economic stability may also play critical roles in influencing job satisfaction among teachers.
3. Further research could be done on how different leadership styles and levels of administrative support impact teachers' satisfaction and performance.
4. Research could investigate how professional development opportunities, including training programs and career advancement prospects, affect job satisfaction and career fulfilment among teachers.
5. A comparative analysis between urban and rural teachers could highlight unique challenges and needs in different settings, providing insights into how location-specific factors influence job satisfaction.
6. Research can also be done to explore the effectiveness of psychological support services, such as counselling and mental health programs, in improving job satisfaction among teachers.

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