

Influence of Learning & Teaching Resources on Teacher Job Satisfaction in Public Secondary Schools in Kesses Sub County, Uasin Gishu County, Kenya

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ABSTRACT

The learning & teaching resources play a key role in influencing teacher work satisfaction, notably in public secondary schools in Kesses Sub-County, Uasin Gishu County, Kenya. The purpose of this study was to establish the influence of instructional resources on teacher job satisfaction. The study made use of both quantitative and qualitative data gathered from a sample of public secondary school teachers through the use of a mixed-methods approach. The study adopted the maslow's hierarchy of needs. Quantitative data was gathered through a structured survey administered to teachers across multiple public secondary schools, while qualitative insights will be obtained from in-depth interviews with selected participants. The data collected was analyzed with statistical software, specifically SPSS. This software offers a lot of abilities of organizing, interpreting, and developing meaningful insights from the data collected. By using this software, we aim to conduct comprehensive statistical analyses, descriptive statistics, inferential tests, and regression analyses, among others. Results were that teaching and learning resources had a positive and significant effect on teacher job satisfaction of ($\beta=0.147$, $p=0.000$). The study concluded that teaching and learning resources have a positive and significant effect on teacher job satisfaction. The study recommended that teaching and learning materials should be available in schools so as to enhance teacher job satisfaction. A further study should be done on other determinants of teacher job satisfactions in Uasin Gishu County and other counties in Kenya.

Keywords: Learning & Teaching Resources, Teacher Job Satisfaction, Kenya

INTRODUCTION

One significant element that significantly influence students' academic success is the school environment. It comprises an exterior environment and an interior core that combine to produce different school environments. Owing to their authority within the school, the administrative head actively fosters a positive learning environment. According to Homana (2006), The term school environment refers to the overall characteristics and atmosphere of the school. Getzel (2005) noted that teachers are significant members of the school community and are essential to the education of students. The principal's leadership can impact teachers' work performance and students' learning outcomes when the school environment turns out to be unfavourable, that is when the school and physical surroundings are unsafe.

Wentzel and Watkins highlight the critical impact of the school environment on teacher job satisfaction. They point out that elements like collegial support, effective administration, and school culture are vital in shaping teachers' experiences. A positive environment encourages collaboration and professional development, resulting in greater job satisfaction. In contrast, a negative atmosphere can cause burnout and lower motivation. Ultimately, they stress that a supportive and well-resourced school environment is key to improving teacher well-being and retention. According to Omar, Aziz, and Salleh (2020), an employee's attitude about their work in an organization is a key component of job satisfaction. if the worker is not satisfied with the job they are doing at the moment. They won't be satisfied with their jobs if it's physical or mental. The school environment directly impacts teachers' satisfaction with their jobs (Skaalvik & Skaalvik, 2017). Learners' attainment is significantly

affected by the classroom teacher. School management ought to take seriously the issue of teacher job satisfaction in order to profit from the growth and experience of strong teachers. The goal is to come up with ways to inspire teachers to remain in the career.

The preceding studies show that teachers are becoming dissatisfied with their jobs and show the intention to exit the profession and institution (Rose & Sika, 2019). Teachers are the vital aspect of any country's education system. They bear the bulk tasks in modelling the learners' minds. Teachers also play greater roles in the industry, especially as a result of certain outside variables majorly influencing teacher job satisfaction embrace socioeconomic status, cultural attitudes, government policies, economic conditions, and community engagement (Kavanaugh & Ninemeier, 2021). Wealthier communities provide better resources and parental support, enhancing job satisfaction. Cultural respect for the teaching profession and positive public perception boost teachers' morale. Stable, supportive educational policies and adequate funding from the government are crucial, as are competitive salaries and job security, particularly in stable economic conditions (Mertler, 2021). Various stakeholders in Kenya are becoming increasingly concerned about the poor performance of both students and teachers. One factor influencing students' academic performance is teachers' absence from the classroom. This adversely affected the student's academic performance and drastically decreased the amount of teaching time. Research on the poor academic performance of children in Uasin Gishu County revealed that factors such as teachers' motivation, economic status, and severe workloads impact both their performance at work and the academic performance of their students. This may not apply to Kesses Sub County because it was conducted over a larger area. Furthermore, it was impossible to demonstrate the relationship between the educational environment and teachers' job satisfaction. This made it necessary to conduct this study to investigate how teachers' job satisfaction is influenced by their school environment.

Statement of the Problem

Teacher job satisfaction is one crucial aspect influencing the value of education and student results in schools. Despite its importance, a number of educators in public schools face minimal job satisfaction, leading to high revenue rates, decreased morale, and reduced instructional quality (Kimathi, 2018). The school environment, including learning and teaching resources play a vital role in shaping teachers' job satisfaction. The precise effects of learning and teaching resources on teachers working in public schools in Kesses Sub County, Uasin Gishu County, Kenya, are not well understood, thus a gap in research. The gap in knowledge hinders efforts to develop effective strategies and policies to enhance teacher job satisfaction and retention. In order to better understand how the learning and teaching resources affect teachers' job satisfaction in public schools, this study looked at them. Understanding these dynamics is essential for creating supportive educational environments that foster teacher well-being and improve educational outcomes for students. The aim of this study was to establish the influence of learning & teaching resources on teacher job satisfaction in public secondary schools in Kesses Sub County, Uasin Gishu County, Kenya. The structure of the article is as follows; section 2 covers literature review, section 3 methodology, section 4 results & discussion and section 5 conclusion & recommendations.

LITERATURE REVIEW

Teaching and Learning Resources and Job Satisfaction

Numerous studies have shown that teacher job satisfaction is significantly influenced by the value and availability of teaching and learning resources. According to Darling-Hammond (2000); Hattie (2009), adequate resources, such as textbooks, digital tools, and classroom supplies, enable teachers to effectively deliver the curriculum and engage students, enhancing their professional competence and confidence. Conversely, Buckley, Schneider, and Shang (2005) find that a decrease in job satisfaction and an increase in employee turnover can be caused by a lack of resources. It has also been demonstrated that teachers' job satisfaction rises when technology is integrated into education, particularly when teachers receive adequate training and support. Notwithstanding, differences in asset allotment frequently bring about imbalances that adversely influence educators in under-resourced schools, featuring the requirement for designated arrangement mediations to guarantee impartial admittance to showing materials (Sargent & Hannum, 2005). In general, increasing the quantity and value of teaching and learning resources is essential for creating a supportive workplace and increasing job satisfaction among teachers.

Teaching and learning materials play a very imperative part not only in the academic performance of learners but also job satisfaction for teachers. By accessing the materials, teachers are more likely to be more actively involved in teaching and learning activities which in turn leads to improved academic performance of the learners (Jabnoun & Fook, 2001). Provision of teaching and learning materials should be given a priority if high academic performance has to be realized. This is because teachers will be eager to go to class because they have materials to use. Once educators are pleased with their job, they will voluntarily do their best. Therefore, improving the supply of teaching and learning materials is a relevant policy option. A study by Akinyemi (1995) revealed that performance of Nigeria students was generally poor because of various factors including teaching aids. This put into perspective the central role that the teaching and learning resources play in the academic performance. The presence of teaching and learning materials provides the much-needed impetus for job satisfaction among teachers. Learning becomes very abstract when there were little resources available, yet sufficient resources can boost teacher effectiveness, performance, and job satisfaction. Literature reviewed led to the development of the following hypothesis statement;

There is no significant relationship between instructional resources and teacher job satisfaction.

RESEARCH METHODOLOGY

The study adopted an ex post facto research design. In this design, the researcher examines existing data to explore relationships between learning & teaching resources and teacher job satisfaction in public secondary schools in Kesses Sub County, Uasin Gishu County, Kenya. Target population was 35 principals and 985 teachers, from the 35 public secondary schools in the sub county and 1 sub-county director of education from the sub-county. The sample size was 319 respondents who comprised of 34 principals, 284 teachers and 1 sub county director. For the purposes of this study, the sampling frame consisted of all the public secondary schools in Kesses Sub County, Uasin Gishu County. Using a stratified random sample technique, the schools were categorized and chosen based on four levels: sub-county, county, extra-county, and national. In stratified sampling, the entire population was split into smaller divisions (based on geographic or other boundaries) and randomly chosen to be included in the study sample, according to Best and Kahn (2019). Principals and teachers were the two strata into which they were divided using the stratified sampling technique. Purposive sampling was used in the selection of the principals and teachers. This study gathered information using observation, interview guidelines, and a questionnaire. Validity is the extent to which an instrument measures what it intends to measure (Creswell, 2013). The items were developed based on the problem under study to ensure relevance and consistency. To ensure the study's goals and content reflect the whole set of objects to be examined, the researcher examined them. We refer to this kind of validity as content validity. To confirm that the instruments have content validity, the researcher consulted colleagues and supervisors in the Department of Educational management planning and curriculum studies for professional assistance. The researcher ensured the questions are clear, concise, concrete, correct and complete in form and content. Additionally, the instrument had a manageable page count. Reliability of the research instrument was done using Cronbach's alpha co-efficient. Data collected was analyzed using both descriptive statistics and inferential statistics.

RESULTS & DISCUSSION

Descriptive statistics

The objective of the study was to establish the influence of teaching and learning resources on teacher job satisfaction. Findings were presented in Table 4.1.

Table 4.1: Perception of Teachers on Availability of Teaching and Learning Materials

Statement		Dissatisfied	Neutral	Satisfied	Mean	Std. Dev.
Required teaching and learning materials are available in school.	F	29	116	73	2.2018	.65507
	%	13.3	53.2	33.5		
Teaching and learning materials required are available to both the teacher and the learner.	F	42	91	85	2.1972	.73903
	%	19.3	41.7	39.0		

The school avail teaching and learning materials on time when requested.	F	60	89	69	2.0413	.76991
	%	27.5	40.8	31.7		
There are sufficient teaching and learning materials in school.	F	72	103	43	1.8670	.71566
	%	33.0	47.2	19.7		
Teaching and learning materials make teaching easy.	F	68	103	47	1.9037	.72155
	%	31.2	47.2	21.6		
Teaching and learning materials improve the academic performance of the school.	F	49	86	83	2.1560	.76411
	%	22.5	39.4	38.1		
I am satisfied with my job because of sufficiency of teaching and learning materials.	F	56	59	103	2.0138	.72785
	%	25.7	27.1	47.2		

The study sought to determine whether required teaching and learning materials were available in the school, 13.3% were dissatisfied, 53.2% neutral and 33.5% satisfied. Availability of teaching and learning materials was further found to affect teacher job satisfaction with a mean of 2.2018 and a variation in responses of 0.65507. The study agrees with that of Hattie (2009) that availability of teaching and learning materials affect teacher job satisfaction. In regards to whether teaching and learning materials required are available to both the teacher and the learner, 19.3% were dissatisfied, 41.7% neutral while 39% were satisfied. Availability of teaching and learning materials that is required by both the teacher and the learner was further established to affect teachers' job satisfaction with a mean of 2.1972 and a variation in responses of 0.73903. The study by Kimathi (2018) also revealed that availability of teaching and learning materials required to both the teachers and the learners affect their satisfaction. On whether the school avail teaching and learning materials on time when requested, 27.5% were dissatisfied, 40.8% neutral while 31.7% satisfied. School availing of teaching and learning materials on time when requested was further established to affect job satisfaction with a mean of 2.0413 and a variation in responses of 0.76991. The study concurs with that of Akinyemi (1995) that when the school avails teaching and learning materials on time when requested, it affect their job satisfaction.

On whether there are sufficient teaching and learning materials in school, 33.0% were dissatisfied, 47.2% neutral while 19.7% were satisfied. Existence of sufficient teaching and learning materials in school was further established to affect job satisfaction with a mean of 1.8670 and a variation in responses of 0.71566. Findings are in agreement with that of Robbins (2007) that existence of sufficient teaching and learning materials in schools, affect teachers' job satisfaction. In regards to whether teaching and learning materials make teaching easy, 31.2% were dissatisfied, 47.2% neutral and 21.6% were satisfied. Teaching and learning materials that makes teaching easy was further established to affect job satisfied with a mean of 1.9037 and a variation in responses of 0.72155. The study agrees with that of Kimathi (2018) that teaching and learning materials that makes teaching easy enhances teachers job satisfaction.

In regards to whether teaching and learning materials improve the academic performance of the school, 22.5% were dissatisfied with the statement, 39.4% were undecided and 38.1% were satisfied. Teaching and learning materials that improves academic performance of the school was further established to affect job satisfaction with a mean of 2.1560 and a variation in responses of 0.76411. The study is in agreement with that of Robbins (2007) that teaching and learning materials that improves academic performance of the schools, affect teachers' job satisfaction. On whether the respondents were satisfied with my job because of sufficiency of teaching and learning materials, 25.7% were dissatisfied, 27.1% undecided and 47.2% satisfied. Satisfaction with job because of sufficiency of teaching and learning materials was further established to affect job satisfaction with a mean of 2.0138 and a variation in responses of 0.72785. The study by Kimathi (2018) also established that satisfaction with job because of sufficiency of teaching and learning materials affect teachers' job satisfaction. The sub-county director interviewed revealed that;

“Teacher learning resources have a significant influence on teacher job satisfaction. When sufficient physical resources, human resources and financial resources are available, they help to enhance teacher job satisfaction.”

The principals interviewed revealed that;

“The teaching and learning resources available in the school include textbooks and novels, digital learning resources, lectures, speeches and objects and artefacts. Teaching and learning resources were not adequate for teachers and students. Lack of adequate teaching and learning resources had discouraged teachers job satisfaction to a great level. Teacher job satisfaction has a significant influence on performance of teachers. It contributes to enhancement of commitment level which translates into improvement in the overall performance of the students. Inadequate teaching and learning resources in the schools affect our teachers’ job satisfaction.”

Inferential statistics

The results on inferential statistics presented in this study include correlation analysis and regression analysis.

Correlation analysis

Correlation analysis was done to determine the nature, direction and strength of the nature of relationship between the study variables and the results presented in Table 4.2.

Table 4.2: Correlation analysis

n=218		Satisfaction	
Satisfaction	Pearson Correlation		
	Sig. (2-tailed)	1	
Teaching & Learning resources	Pearson Correlation	.777**	1
	Sig. (2-tailed)	.001	.000

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

In Table 4.2, the results indicated a positive and significant relationship between teaching and learning resources and teachers job satisfaction ($r=0.777$, $p=0.001$). The study concurs with that of Benevene et al. (2020) that there is a positive and significant relationship between teaching and learning resources and teachers’ job satisfaction.

Regression analysis

The results presented in this study include model summary, model of fitness test and regression co-efficient. The model summary results were presented in Table 4.3.

Table 4.3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957 ^a	.915	.914	1.03903

a. Predictors: (Constant), teaching & learning resources

In Table 4.3, the adjusted r square value was 0.914 which implies that teaching and learning resources explain 91.4% change I teacher job satisfaction in public secondary schools in Kesses sub county, Uasin Gishu County, Kenya. Model fitness test was done using Analysis of Variance (ANOVA) and the results were presented in Table 4.4.

Table 4.4: Model Fitness

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	2479.534	1	619.883	574.185	.000 ^b
1	Residual	229.952	216	1.080		
	Total	2709.486	217			

a. Dependent Variable: Teacher job satisfaction

b. Predictors: (Constant), teaching & learning resources

The value of the F test was $F(1, 216) = 574.185$, $p < 0.05$. This meant that the model was fit for the study as the p value was below 0.05. This implies that teaching & learning resources can significantly affect teacher job satisfaction. This study was further sought to determine the extent to which the independent variable affect the dependent variable and the results were presented in Table 4.5.

Table 4.5: Regression Co-efficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta		
(Constant)	3.969	.894		4.438	.000
1 Teaching & learning resources	.147	.059	.090	2.479	.014

a. Dependent Variable: Teacher job satisfaction

Regression model for the study was as follows;

$$Y = 3.969 + 0.147X_1$$

Where;

Y=Teacher job satisfaction

X_1 = Teaching and Learning resources

Teaching and learning resources have a significant positive effect on teacher job satisfaction ($\beta=0.147$, $p=0.000$). This implies that an improvement in teaching and learning resources by one unit is able to increase job satisfaction by 0.147 units when administrative support, collegial relationship and physical working conditions are held constant. This led to the rejection of the null hypothesis (H_{01}) that there is no significant relationship between teaching and learning resources and teacher job satisfaction. The study therefore concluded that there is a significant relationship between teaching and learning resources and teacher job satisfaction. Findings resemble that of Buckley and Khuan (2005) that there is a significant relationship between teaching and learning resources and teacher job satisfaction.

CONCLUSION & RECOMMENDATIONS

The study concluded that teaching and learning resources have a significant positive effect on teacher job satisfaction. Availability of teaching and learning materials affect teacher job satisfaction. Availability of teaching and learning materials required to both the teacher and the learner affects job satisfaction. School availing of teaching and learning materials on time when requested affect job satisfaction. Existence of sufficient teaching and learning materials in school affects job satisfaction. Teaching and learning materials making teaching easy affects teacher job satisfaction. Teaching and learning materials improvement of the academic performance of the school affects teacher job satisfaction. Satisfaction with job because of sufficiency of teaching and learning materials affects' teacher job satisfaction. The study recommended that teaching and learning materials should be available in schools so as to enhance teacher job satisfaction. Schools should avail teaching and learning materials on time when requested. Schools should ensure that sufficient teaching and learning materials exist in a school. Teachers should work within the working hours and the workload should be within the employer's guidelines. The number of students teachers handle in class should be manageable. The time allocated per lesson should be as per the required standard. The workload should be in conformity with the pay. The work allocated should not be more than what can be done within the stipulated time. Teachers should have enough time to carry-out non-teaching responsibilities and to mark learners' assignments. A further study should be done on other determinants of teacher job satisfactions in Uasin Gishu County and other counties in Kenya.

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