



**EFFECTS OF PHYSICAL ENVIRONMENT
ON JOB SATISFACTION OF SECONDARY SCHOOLS
FEMALE PRINCIPALS IN SIAYA COUNTY, KENYA**

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Abstract:

The growing emphasis on accountability and academic standards have led to increased demands and added complexity of work in schools. Complaints have been raised on poor management of schools and work conditions which may be attributed to physical environment. The purpose of the study was to; determine the effects of physical facilities on job satisfaction; Conceptual framework was used to identify relationships between physical environment variables and job satisfaction. Descriptive and correlation design was used for the study on a population of 55 female principals who also formed a saturated sample. Questionnaires and interviews were instruments for data collection. The findings revealed that physical environment had negative effect on job satisfaction ($\beta=-.440$, $p=.002$) and accounted for a variance of 19.4%. The study concluded that physical environment had effect on job satisfaction. The study recommended that physical environment be well maintained and improved.

Keywords: education; physical environment; secondary schools female principals

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1. Introduction and Background

According to Crossman and Harris (2006), aspects of school physical environment such as poor lighting, noise, work space, safety and security, accessibility, high level of carbon dioxide in classrooms, inconsistent temperature, poor road conditions, poor maintenance, location of school, lack of ventilation systems lead to poor performance and higher absentee rates. These factors can adversely affect student's behavior and lead to higher level of frustration among teachers and poor learning attitudes among students. According to Evaluation and Education Policy Analysis (2015), a well-designed physical environment can positively attract learning by focusing on issues such as location, building materials, size of classroom, furniture, lighting, temperature and ventilation. Therefore, schools need physical environment that may promote academic achievement through active participation of administrators. This may only be achieved when there is safety, security, good relations with co-workers, recognition, and participation in decision making for better achievement in school by embracing teamwork.

Adeola (2018) study in Nigeria focused on the influence of psychosocial factors on job performance of female teachers in Kwara State. The study examined variables of age, level of education and length of years in service. Findings revealed that the influence of psychosocial factors on job performance of female teachers in Ilorin Metropolis was negative. There was no significant difference in the hypothesis tested based on age, but significant differences were found based on the level of education and length of years in service. Since it has been alleged that female principals have participated moderately in management of physical environment unlike their male counterparts, it is upon this basis that this study sought to understand the psychosocial effects of physical environment on job satisfaction of female principals in Siaya County. Aspects such as the workspace, accessibility, safety and security of schools were examined

1.1 Statement of the Problem

Researchers demonstrate that organizations ignore the physical environment within which they work resulting in adverse effect on the performance of their employees. The physical environment consist of safety of employees, security, good relations with co-workers, recognition, motivation and participation in decision making, however these cannot be fully achieved when the physical environment is not conducive for work leading to resignation, transfers, insubordination, absenteeism, expressing dissatisfaction and low job morale. Survey report from Siaya County further revealed that academic achievement is negatively affected by schools physical environmental factors such as unattractive and dilapidated buildings, cracked classroom walls and floors, lack of transport facility, power supply and playgrounds among others, yet not enough attention is paid to the importance of physical environment.

1.3 Purpose of the Study

The study sought to determine obstacles female principals encounter in management of physical facilities and physical environment in relation to job satisfaction.

1.4 Theoretical Perspectives

Herzberg's Two-Factor Theory guided this study. The theory is one of the most accepted as it attempts to explain job satisfaction and dissatisfaction. This theory was the result of research work done by Herzberg, Mausner and Synderman. It tested the hypothesis that certain job-related factors were satisfying while others were dissatisfying to workers in an organization. According to Herzberg, there are two different sets of factors which affect motivation and job satisfaction. One set of factors are those which if absent, cause dissatisfaction. These are concerned with job environment and are extrinsic to the job itself called hygiene or maintenance factors. The other set of factors are those that if absent, serve to motivate the individual to superior performance. These are related to job content or the work itself-intrinsic to the job. To motivate workers, proper attention must be given to the motivators or growth factors, which relate to what people are allowed to do at work. However, hygiene factors are important so as to prevent unfair treatment at work.

2. Literature Review on Physical Environment and Job Satisfaction

Physical environment refers to the level of upkeep, ambient noise, lighting, indoor air quality and /or thermal comfort of the schools and location within the community. The physical environment of the school speaks to the contribution that safe, clean and comfortable surrounding add to a positive school climate which students can learn. According to the United States General Accounting Office, almost three fourths of existing United States schools in 1996 was constructed before 1970. Of these schools one-third had the need of extensive repair or replacement and almost two-thirds had at least inadequate building features such as substandard plumbing, roofing, or electrical systems. Moreover, 58 percent had at least one unsatisfactory environmental condition such as inadequate ventilation, acoustics or physical security (American Institute of Research, 2015).

Research on behalf of the architects, Gensler (2005) of 200 United Kingdom business managers support the contention that an improved workplace would increase employee productivity by 17 percent. These improvements have huge implications for the economy as a whole if proven. The research was followed up by Gensler (2006) in a survey of 2000 workers in the United States of America which found out that 90 percent of the survey respondents believed that better workplace design and layout result in better overall employee performances.

Bacotic and Babic (2013) study in Europe found that workers who worked under difficult working conditions, observed that working conditions is an important factor for job satisfaction, so workers under difficult working conditions are dissatisfied and to

improve satisfaction of employees, it is necessary for the management to improve the working conditions. This would make them equally satisfied with those who work under normal working conditions. Sell and Cleal (2011) developed a model of job satisfaction by integrating economic variables and work environment variables to study the reaction of employees in hazardous work environment with high monetary benefits and non-hazardous work environment and low monetary benefits. The study showed that different psychosocial and work environment variables like workplace and social support had direct impact on job satisfaction and that increase in rewards did not improve the dissatisfaction level among employees. The present study therefore aimed at investigating the influence of physical environment and work conditions on job satisfaction of female principals in secondary schools as variables of study.

In Kenya, Makueni, Kee Division, Mwau (2012) study examined determinants of job satisfaction among public primary school teachers. The objectives of the study were to establish whether teacher characteristics such as age, gender, professional level, experience and grade promotions influenced job satisfaction of primary school teachers, determine work related factors affecting teachers, assess the extent to which existing compensation structures influenced teacher job satisfaction, identify intervention measures primary school teachers prefer to be initiated to alleviate job dissatisfaction. The study found that teachers below 25 years were dissatisfied with teaching profession. Those above 50 years were satisfied with teaching job, while 47 percent of female teachers were satisfied with the job compared to their male counterparts. The study concluded that work related factors which involved teachers' workload, teacher per class policy and by integration teaching all subjects in the curriculum were found to dissatisfy teachers. It was unclear whether female principals in Siaya county were also dissatisfied with their job in relation to their age, work related factors as management of teachers, students and the community, workload, distance to work, inadequate teaching materials and an environment that was not conducive for work, or whether female principals experience psychosocial problems in school management in relation to stress and family roles that the present study sought to examine different from the above reviewed studies.

Mocheche, Joseph and Raburu (2017) study in Kisii central Sub-county, investigated the influence of gender on job satisfaction of secondary school teachers. The study's target population consisted of 903 secondary school teachers and a sample from all categories of secondary schools followed by stratification according to gender, 12 secondary school principals participated in the study using qualitative study. The study adopted expose facto design. Data collection tools were modified from Sorensen self-esteem scale, job descriptive index questionnaire and interview schedules. Qualitative and quantitative methods were used to analyze data. The study recommended that TSC should consider recruiting more female teachers given that female teachers enjoyed a relatively higher job satisfaction compared to their male counterparts. In addition, the study observed that TSC should consider giving opportunities to female teachers for leadership positions, different from the present study that examined psychosocial effects of physical environment and work conditions on female principal's job satisfaction.

In a study done by Obonyo (2012) on factors influencing participation of women in secondary school education management in Siaya District, the study employed survey design with a population of 87 principals, 158 female teachers and 15 education board members. Questionnaires and interviews with document analysis were used to collect data. Findings revealed that women were under-represented at District Education Board, Board of Management and secondary school headship levels; policies like meetings scheduled for weekends discouraged participation of women in management of schools; lack of time also made women to have negative attitude towards management; culture undermined women making them feel inferior to men while politicians preferred men to women in secondary school education management. The present study sought to investigate whether there was a significant relationship between psychosocial effects and physical environment in management of schools that could affect the job satisfaction levels of female principals in Siaya County, and to find out whether the challenges mentioned as lack of time, culture, negative attitude towards work also affected female principals in their administrative roles.

In Rarieda sub-county, Opondo and Ajowi (2015) study investigated the influence of working conditions of support staff on work performance in public secondary schools; determine challenges faced by support staffs in their duties and find out how they cope with the challenges. A conceptual framework guided the study. The population study consisted of 180 support staff, 34 head teachers and 34 Board of Management chairpersons from 34 secondary schools. Saturated sampling technique was used for the study, while questionnaires and interviews were used for data collection, descriptive statistics of qualitative and quantitative data were used for analysis. The study found that conditions of work influenced work performance of support staff. That support staffs in Rarieda sub-county worked under poor conditions. They experienced challenges such as inadequate working tools, low salary, inadequate housing and were overworked. To cope with the challenges, support staffs carried tools from their homes; engaged in small scale businesses and odd jobs, and commuted from their homes. Those who were unable to cope persevered. The present study examined physical environment and conditions as variables of study in relation to female principals' job satisfaction and thereby came up with desirable strategies that would limit job dissatisfaction for better performance in schools.

Results from the reviewed studies showed a positive relationship between physical environment and work conditions on job satisfaction. However besides general maintenance and construction issues, the present study found that most schools in the 21st century lacked facilities inform of infrastructure and instructional space for teaching and learning, in line with this the researcher examined the psychosocial effects of physical facilities and work environment to determine job satisfaction of female principals in Siaya County, different from other studies.

3. Research Design and Methodology

Descriptive and correlation research design was used for the study. Descriptive research design seeks to uncover the nature of factors involved in a given situation, the degree in which it exists and the relationship between them (Mugenda & Mugenda, 2003). This research design was appropriate because: it allowed the researcher to collect data from a large number of respondents in a relatively shorter period; it also obtained information from a sample rather than the entire population at one point at a given time without manipulation or change of environment; it was therefore easy to use research tools as questionnaires as it allowed the researcher to adopt a holistic approach in the study sample schools (Mugenda & Mugenda, 2003). According to Borg and Gall (2007), descriptive research design was adopted because it enabled the researcher to analyze how these variables either single or in combination affect job satisfaction of female principals and provide information concerning the effect of the variables being studied.

3.1 Location of Study

Siaya County is located in the South West part of Kenya. It is bordered by Busia County to the North, Kakamega and Vihiga counties to the North East and Kisumu County to the South East. It is bordered to the south by Lake Victoria. The total area of the County is approximately 2,496.1.

3.2 Target Population

The total number of female principals is 55 which is equivalent to 37.7 percent while the total number of male principals is 103 which is equivalent to 61.05 percent. This study therefore found it appropriate to have a study population of all the 55 female principals of secondary schools in Siaya County.

3.3 Sample Size and Research Instruments

Saturated sampling technique was used to sample 55 female principals. This was in line with Orodho and Kothari (2004) observation that small populations can form samples and be studied as distinct cases. The researcher used questionnaire and interview guides to collect data used in this study. Researchers choose which type of instruments to use on the research questions (Denzin & Lincoln, 2005), since the researcher used questionnaires and interview schedules as research instruments for the study, Oso & Onen (2008) pointed out that facts, views and opinions can best be obtained through the use of questionnaires and interview techniques, suitable for this study.

4. Results and Discussion

4.1 Job Satisfaction among Female Principals

The study examined job satisfaction among female principals in Siaya County. The scale was coded, Very Satisfied (VS), Somewhat Satisfied (SS), Neither Satisfied nor Dissatisfied (NS/D), Somewhat Dissatisfied (SD) Very Dissatisfied (VD).

Table 1: Job Satisfaction among Female Principals

Items	VD	SD	NS/D	SS	VS	Means	STD
JSSQ1	10(20.4)	11(22.4)	6(12.2)	13(26.5)	9(18.4)	3.00	1.443
JSSQ2	6(12.2)	3(6.1)	12(24.5)	17(34.7)	11(22.4)	3.49	1.260
JSSQ3	6(12.2)	6(12.2)	8(16.3)	18(36.7)	11(22.4)	3.45	1.308
JSSQ4	2(4.1)	3(6.1)	6(12.2)	21(42.9)	17(34.7)	3.98	1.051
JSSQ5	14(28.6)	13(2.5)	8(16.3)	8(16.3)	6(12.2)	2.57	1.384
JSSQ6	5(10.2)	2(4.1)	3(6.1)	37(75.5)	2(4.1)	3.59	1.019
JSSQ7	7(14.3)	14(28.6)	3(6.1)	14(28.6)	11(22.4)	3.16	1.434
JSSQ8	9(18.4)	19(38.8)	1(2.0)	13(26.5)	7(14.3)	2.80	1.399
JSSQ9	12(24.5)	18(36.7)	1(2.0)	11(22.4)	7(14.3)	2.65	1.437
JSSQ10	13(26.5)	19(38.8)	4(8.2)	7(14.3)	6(12.2)	2.47	1.356
JSSQ11	12(24.5)	12(24.5)	2(4.1)	16(32.7)	7(14.3)	2.88	1.467
JSSQ12	13(26.5)	17(34.7)	2(4.1)	12(24.5)	5(10.2)	2.57	1.384
JSSQ13	10(20.4)	18(36.7)	5(10.2)	8(16.3)	8(16.3)	2.71	1.399
JSSQ14	41(83.7)	3(6.1)	0(0.0)	2(4.1)	3(6.1)	2.33	.826
JSSQ15	4(8.2)	6(12.2)	2(4.1)	19(38.8)	18(36.7)	3.84	1.280
JSSQ16	14(28.6)	17(34.7)	5(10.2)	6(12.2)	7(14.3)	2.49	1.401
JSSQ17	3(6.1)	6(12.2)	6(12.2)	15(30.6)	19(38.8)	3.84	1.247
JSSQ18	4(8.2)	4(8.2)	4(8.2)	18(36.7)	19(38.8)	3.90	1.246
JSSQ19	16(32.7)	11(22.4)	5(10.2)	5(10.2)	12(24.5)	2.71	1.607
JSSQ20	9(18.4)	16(32.7)	5(10.2)	6(12.2)	13(26.5)	2.96	1.513
JSSQ21	12(24.5)	13(26.5)	6(12.2)	11(22.4)	7(14.3)	2.76	1.422
JSSQ22	10(20.4)	16(32.7)	7(14.3)	9(18.4)	7(14.3)	2.73	1.366
JSSQ23	9(18.4)	12(24.5)	8(16.3)	13(26.5)	7(14.3)	2.94	1.360
JSSQ24	6(12.2)	13(26.5)	7(14.3)	13(26.5)	10(20.4)	3.16	1.359
JSSQ25	5(10.2)	6(12.2)	1(2.0)	15(30.6)	22(44.9)	3.88	1.379
JSSQ26	13(26.5)	17(34.7)	5(10.2)	7(14.3)	7(14.3)	2.55	1.400
JSSQ27	0(0.0)	44(89.8)	2(4.1)	0(0.0)	3(6.1)	2.22	.743
JSSQ28	15(30.6)	18(36.7)	7(14.3)	8(16.3)	1(2.0)	2.22	1.123
JSSQ29	6(12.2)	10(20.4)	12(24.5)	12(24.5)	9(18.4)	3.16	1.297
JSSQ30	7(14.3)	3(6.1)	18(36.7)	13(26.5)	8(16.3)	3.24	1.234
JSSQ31	13(26.5)	9(18.4)	12(24.5)	11(22.4)	4(8.2)	2.67	1.313
JSSQ32	17(34.7)	12(24.5)	10(20.4)	4(8.2)	6(12.2)	2.39	1.367
JSSQ33	12(24.5)	15(30.6)	7(14.3)	11(22.4)	4(8.2)	2.59	1.306
JSSQ34	16(32.7)	17(37.7)	4(8.2)	8(16.3)	4(8.2)	2.33	1.313
JSSQ35	12(24.5)	12(24.5)	8(16.3)	11(22.4)	6(12.2)	2.73	1.381
JSSQ36	12(24.5)	19(38.8)	3(6.1)	10(20.4)	5(10.2)	2.53	1.340
Mean						2.93	.23

Female principal's satisfaction with the regulations and laws that protect them from being fired or dismissed from their job (JSSQ1) was differently rated. Majority, 13 (26.5%) of them were somewhat satisfied while 11 (22.4%) were somewhat dissatisfied. 6 (12.2%) of them were neither satisfied nor dissatisfied with these rules, implying that they were neutral on them. The overall mean of 3.00 indicated an overall neutral satisfaction implying that female principal teacher's rules and regulations had an average impact on their level of satisfaction. Teaching (JSSQ2) was however found to be interesting as revealed by majority, who were 17 (34.7%) that indicated somewhat satisfaction rating. An overall mean of 3.49 also confirmed teachers' satisfaction with teaching. The findings show that majority of the teachers, 18 (36.7%) felt somewhat satisfied with their professional ability in doing their job (JSSQ3), which was also supported by a mean of 3.45. It is also clear from the findings that majority of the female principal teachers were happy with cooperation they receive from school management team (JSSQ4), as indicated by 17 (34.7%) which showed that they were very satisfied, while the mean rating was 3.98 supporting the majority rating. Satisfaction was however low with salary amount (JSSQ5) as indicated by a mean of 2.57 and majority 14 (28.6%) indicated that they were very dissatisfied with the monthly salary that was not sufficient to meet all their important expenses.

Cooperation received from workmates received a rating of somewhat satisfied as indicated by majority 37 (75.5%) of the female principal teachers with a mean of 3.59 as well as comfort ability with the present level of responsibility in their job satisfaction as indicated by a mean of 3.16 and majority 14 (28.6%). Freedom at workplace received low satisfaction, recognition from the community, and opportunities for workshops organized within and outside school received low satisfaction respectively with means of 2.80, 2.65 and 2.47. The majority had ratings, 19 (38.8%), 18 (36.7%) and 19 (38.8%) also indicated dissatisfaction. The findings further indicate low satisfaction with the schools physical facilities (mean=2.88) and majority had dissatisfaction of 16 (32.7%). This was also echoed by low satisfaction with geographical location of school (Mean=2.57) with majority percentage of 17 (34.7%).

Female principals' rating on looking for another well-paying job (JSSQ13) was low implying some satisfaction (mean=2.71), with a majority 18 (36.7%) confirming somewhat dissatisfied. Care received from other supervisors was lowly rated (Mean=2.33). This was indicated by majority, 41 (83.7%) of the female principals who indicated that they were not comfortable with care they received from their immediate supervisors. Furthermore, the findings indicate that majority 17 (34.7%) of female principals were somewhat dissatisfied with the work procedure since they were not comfortable as lowly rated (mean=2.49). Extra working hours and availability of pleasant physical environment received low satisfaction as indicated by mean ratings of 2.71 with majority 16 (32.7%) with majority 16 (32.7%). Almost similar ratings were reflected by insufficient personnel to run the school (2.76), with majority 13 (26.5%) dissatisfaction with comfort ability of work under existing environment (mean=2.71), with majority 16 (32.7%), principals' valued contribution towards school had (mean=2.94), work conditions in school had

(mean=2.22), with majority 44 (89.8%), and opportunity for advancement (mean=2.22), with majority 18 (36.7%) indicating dissatisfaction.

Further examination of measures of satisfaction indicated that female principals were less satisfied with support they get from their supervisors (Mean=2.55) with support from majority, 13 (26.5%). Comfort ability with in-service training opportunities was lowly rated (Mean=2.39), satisfaction with the management of students in my school (Mean=2.59), necessary material and equipment to do the work (Mean=2.33), stress at work (Mean=2.73) and security at workplace (Mean=2.53). Different from these findings was the female principals' satisfaction rating on the other aspects. For instance, protection from arbitrary dismissal from their current employment (Mean=3.24), satisfaction with opportunities for training and professional development and enjoyment of collegial relationship with teachers (Mean=3.16), as well as support they got from their supervisors (Mean=3.88). Based on the overall mean of female principal job satisfaction (Mean=2.93, std=.23) it can be concluded that there was low female principals job satisfaction. It can thus be concluded that female principals were somewhat dissatisfied with their jobs.

4.3 Physical environment is important for job satisfaction

To establish the importance, respondents were asked to rate statements on a five point Likert scale starting with strongly disagree to strongly agree. The findings are presented as shown in table 2.

Table 2: Physical Environments and Job Satisfaction

Statements	SD	D	N	A	SA	M	SD
My school location is appropriate.	8 (16.3)	12 (24.5)	13 (26.5)	11 (22.4)	5 (10.2)	2.86	1.242
My work place is safe and secure.	8 (16.3)	7 (14.3)	20 (40.8)	11 (22.4)	3 (6.1)	2.88	1.130
My work place is well maintained.	21 (42.9)	28 (57.1)	0 (0.0)	0 (0.0)	0 (0.0)	1.57	.500
The necessary information systems are in place and accessible.	12 (24.5)	30 (61.2)	7 (14.3)	0 (0.0)	0 (0.0)	1.90	.621
My workplace is physically comfortable place of work	16 (32.7)	30 (61.2)	3 (6.1)	0 (0.0)	0 (0.0)	1.73	.569
My school's fiscal well-being is stable.	16 (32.7)	19 (38.8)	12 (24.5)	2 (4.1)	0 (0.0)	2.00	.866
School environment is conducive for work.	7 (14.3)	28 (57.1)	12 (24.5)	2 (4.1)	0 (0.0)	2.18	.727
Grievances are handled promptly and fairly.	14 (28.6)	24 (49.0)	9 (18.4)	2 (4.1)	0 (0.0)	1.98	.803
Teacher's efforts are recognized through citations and awards.	6 (12.2)	36 (73.5)	7 (14.3)		0 (0.0)	2.02	.520
Generally, I am impressed with the physical work environment at school.	4 (8.2)	22 (44.9)	21 (42.9)	2 (4.1)	0 (0.0)	2.43	.707
Overall Mean						2.15	.300

The findings in Table 1 indicates that all the school physical environment factors were rated as low in regard to job satisfaction. Even though majority, 13 (26.5%) and 20 (40.8%) of the female school principals were neutral on appropriateness and safety of the school location, the average ratings on the same indicated dissatisfaction as shown by means of 2.86 and 2.88 respectively. This implies that most of the schools' physical locations were not appropriate while the security was not satisfactory. From the findings, it can be deduced that majority of the respondents, 21 (42.9%) strongly disagreed that their workplace was well maintained, with a mean of 1.57. Majority of the respondents, 30 (61.2%) also disagreed that the necessary information systems are in place and accessible, which was confirmed by low rating (Mean=1.90).

From the findings majority, 30 (61.2%) of the respondent's rating, disagreed that their workplace was physically comfortable, with average of 1.73, it can be deduced that the workplace was not comfortable. In addition, from the findings, majority 19 (38.8%) of the respondents disagreed that their school fiscal well-being was stable, with a mean of 2.00. 28 (57.1%) of respondents also disagreed that school environment was conducive for work with an overall mean of 2.18. It also emerged from the findings that grievances were not handled promptly and fairly as indicated by majority, 24 (49.0%) of the respondents who disagreed with a mean of 1.98. Respondents rating on recognition of teachers' efforts through citations and awards was low (Mean=2.02) with majority 36 (73.5%) strongly disagreeing. Finally, the findings show that majority of the respondents, 22 (44.9%) disagreed that they were impressed with physical work environment at school, with a mean of 2.43. An overall mean of 2.15 and standard deviation of .300 indicated that generally, physical environment was not appropriate for the teacher's job satisfaction.

4.4 Relationship between Physical Environment and Job Satisfaction

Correlation was sought to establish the relationship between the two variables. The mean on job satisfaction subscale was correlated with physical environment subscale mean. Pearson product moment correlation results are presented as shown in Table 3.

Table 3: Correlation between Physical Environment and Job Satisfaction

Correlations	Job Satisfaction	Physical Environment
	1	-.440**
Job Satisfaction	Pearson Correlation	-.440**
	Sig. (2-tailed)	.002
	N	49
Physical Environment	Pearson Correlation	-.440**
	Sig. (2-tailed)	.002
	N	49

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

The findings in Table 3 show that there is a moderate negative correlation between job satisfaction and physical environment ($r=-.440$, $p=.002$). The p -value is also less than 0.05 threshold value implying that the correlation coefficient is significant. The findings thus

imply that physical environment is unsatisfactory while job satisfaction is slightly rated moderately hence, a mismatch. There is therefore a significant association between job satisfaction and physical environment. Low job satisfaction is thus associated with negative physical environment.

Further insights were drawn from these findings, for instance the 'r' value was squared so as to find out the variance on job satisfaction which was accounted for by physical environment. The result was 0.1936, which when squared and multiplied by 100% yielded a value of 19.36 %. This implies that in the absence of other factors, physical environmental factors accounted for 19.36 % change in job satisfaction. In order to establish a causal effect, a simple linear regression model was carried out as indicated in the subsequent section.

Using simple linear regression model, the study sought to establish the effects of physical environment on job satisfaction. The findings are presented as shown in Table 4.

Table 4: Simple Linear Regression Results

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.440 ^a	.194	.177	.85055	.194	11.302	1	47	.002

a. Predictors: (Constant), physical environment

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.240	.379		11.181	.000
	physical environment	-.489	.145	-.440	-3.362	.002

a. Dependent Variable: Job Satisfaction

The findings in table 4 indicate that physical environment accounted for 19.4% change in job satisfaction, which was significant, $F(1,47)=11.302, p=.002$. In addition, the findings on the standardized coefficient indicate that physical environment had a negative psychological significant effect on job satisfaction ($\beta=-.440, p=.002$). Comparing these results with the squared value from the correlation results of 'r' value, there is no much difference. This confirms that the model gave the same results. It can thus be deduced that physical environment has a negative significant effect on job satisfaction.

The school physical environment refers to the social, academic and emotional context of the school, the "personality" of the leaning context and how it is perceived by major stakeholder groups (students, teachers and parents). The school is influenced by a broad range of factors, including the social environment (social ideologies and structures of dominance), the school community environment (beliefs, attitudes and values: Organizational characteristics of groups and individuals) and school and classroom environment (school climate, satisfaction and productivity) (Blum, 2007).

Further interviews were carried out with the female principals on various aspects. One of them was the things they would change about their leadership position. One of the female principals was quoted...

“Our physical environment is poorly maintained. For instance, we need to make our school accessible especially during rainy seasons through road maintenance. In addition, we need more funds to adequately maintain the working environment so as to motivate other teachers too apart from me.”

The above findings are in line with the descriptive and inferential findings on the school physical environment. Respondents were dissatisfied with the school environment and therefore the job satisfaction. The current studies are in line with previous studies such as Anastasiou and Giorgos (2014) study, which found that environmental factors that were found to have positive effect on teachers work performance include: provision of ethical rewards, good working conditions, motivation by the school principals and participation in school administration and decision making. In addition, Sell and Cleal (2011) found that different psychosocial and work environment variables like workplace, social support has direct impact on job satisfaction and that increase in rewards does not improve the dissatisfaction level among employees. In terms of workspace and security, respondents 7 (14.3%) interviewed confirmed that their work environment was unfriendly, especially schools that are found on the island of lake Victoria like Mageta, Misoro and Lwanda Kotieno on the shores of lake Victoria are characterized by windowless, rough mud-walled and floored classrooms while a few schools had iron-sheet walls and roofs inform of temporary structures, this is because during rainy seasons, wind blows away the roofs while the mud-walled classrooms fall, hence learning is usually postponed due to bad weather and this interferes with syllabus coverage. However, the affected schools were in the process of constructing permanent buildings and also renovating the ones in poor condition, which hampered the safety and security of teachers and learners leading to frequent absenteeism, intentions of quitting the profession or transfers and feigning of sickness due to poor building structures and housing for teachers.

Findings in table 1 revealed that 22 (44.9%) of respondents disagreed that generally they are impressed with the physical work environment. This means that respondents might be experiencing challenges in management of the school and the social environment as lack of cooperation, insubordination by teachers, managing cases of discipline among students, political influence, these among others impact on female principals' job satisfaction. Bucheli, et. al. (2010) reported that teachers' satisfaction could be explained by a set of personal, economic and socio-demographic characteristics such as age, education, gender, relative income and cultural background. Cohen and Aya (2010) also established that satisfaction has been a key factor for understanding occupational involvement and commitment. They further established that lack of organizational commitment or loyalty has been cited as an explanation for employee

absenteeism, turnover, reduced effort, theft, dissatisfaction and unwillingness to be relocated. This study focused on the physical environment of the school since it is believed to have a variety of effects on female principals, teachers, students and the learning process that may significantly contribute to satisfaction of the teachers in general.

5. Recommendation

The study recommended that schools should work hard to improve the physical orientation of the workplace through maintenance, security, accessibility and other aspects relating to the physical location. This can be realized through more funding to support the maintenance or improvement. The government and other stakeholders are paramount to this cause.

6. Summary and Conclusion

The second objective of the study entailed the psychosocial effect of physical environment on job satisfaction. The findings revealed that among the environmental maintenance of workplace, comfort ability and handling of grievances had the lowest rating, implying that they factored as the worst contributor to environmental uneasiness. Findings based on correlation between physical environment and job satisfaction revealed that physical environment and job satisfaction were negatively correlated. Simple linear regression model confirmed that physical environmental factors negatively impacted on the respondents' job satisfaction.

The environment is very paramount to any success in a given objective to accomplish. In most cases, bad environment will lead to unaccomplished goals. Job satisfaction also depends on environmental factors in different ways and therefore the two must align. Given that the workplace is not conducive for work, uncomfortable and poor methods of handling grievances, then the probability of getting satisfied on the job is low. These factors therefore negatively contribute to job satisfaction due to their demotivating nature. Thus, negative psychosocial effects of physical environment on Job satisfaction.

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