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An Assessment of How Work Environment Influence Teachers' Satisfaction in Elgeyo Marakwet County

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Abstract:

Providing a conducive working environment for teachers is necessary to increase productivity as well as satisfaction. Primary school teachers form a vital segment of the basic education as they impart basic knowledge to learners. Prioritizing their professional needs is, therefore, commendable to ensure that they fulfill their professional roles. The purpose of this study was to assess how work, influenced teacher satisfaction in Elgeyo Marakwet County with a view of recommending measures that could be adopted for improvement of satisfaction among primary school teachers in Elgeyo Marakwet County. The two-factor theory of Herzberg (1993) guided the study. The theory was based on the assumption that dissatisfaction leading to avoidance of work and satisfaction leading to attract one to work do not present end point of a single continuum. The study area was chosen owing to the high-stress levels due to workload and other indicators of dissatisfaction experienced by school teachers. The county has 345 public primary schools with a population of 3,771 public primary school teachers. The study used stratified, purposive and simple random samplings to select participants. A total of 140 participants (where 38 were males and 102 being females) from Keiyo North Sub-County having a total population of 1,295 primary school teachers (221 males and 1,074 females) were sampled from 11 schools with 11 teachers per school to give 121 teachers (24 males and 97 females), 11 head teachers (8 males and 3 females), 7 Curriculum Support Officers (5 males and 2 females) and 1 Sub-County Director (1 male). Questionnaire, interview schedule and observation were used to collect data. Quantitative data was analyzed by use of both descriptive and inferential statistics where multiple regression was used. The inferential statistics comprised of Pearson product moment and multiple regression. The multiple regression model, ($R^2 = .557$) shows that physical environment account for 54.4% variation in teacher satisfaction. The physical facilities ($\beta_1 = 0.419$), classroom arrangement ($\beta_2 = .606$) and work environment ($\beta_3 = .454$) had significant relationship with teacher satisfaction. The study found out that work environment positively influenced teacher satisfaction. The study recommended that there is need for school management to ensure that good physical appearance; conducive working environment, adequate facilities such as desks, shelves and classrooms are fully satisfied. Secondly, adequate reading and writing materials, reduced workload and proper cooperation by the school management should be ensured.

Keywords: Physical, facilities, teacher, satisfaction

1. Introduction

Teachers are charged with important responsibilities of offering guidance and counselling to pupils in both academic and social matters, disciplining them, managing classroom activities that include learning and participating in curriculum development panels among other things (Abbasi & Hollman, 2000). Teachers are likely to be motivated to effectively play their role and make a solid contribution to quality primary education when they experience satisfaction. Teacher satisfaction is more of a journey that is determined by a number of factors, touching on both employer and employee, that work together to help employees develop feelings of pleasure and achievement and see their work as worth doing. They include, among other things, recognition, organizational support, feedback and physical work environment. Educator fulfillment can likewise be viewed as a mix of mental, physiological and ecological conditions that reason a man to state that he/she is happy with his/her activity (Long and Swortzel, 2007). Kumari (2011) in his examination on fulfillment of the representatives at the work environment demonstrated that fulfillment is an arrangement of great or horrible sentiments and feelings with which representatives see their work. A man with abnormal state of fulfillment holds constructive sentiments about the activity while a man who is disappointed with his/her activity holds negative emotions about the activity. Educator fulfillment is a critical worry for both the worker and additionally the business as it affects much authoritative conduct. Crossman and Harris'

(2006) depict educator fulfillment as degree to which laborers like their employments. These researchers state that, the nature of training relies on the accessibility of qualified and spurred instructors. In addition, they trust that if quality instruction is the objective of the school at that point, the point ought to be on making and keeping up the school atmosphere, including physical condition that will urge educators to be focused on their school obligations.

Bucheli, Melgar, Rossi and Smith (2010) in their investigation on instructor fulfillment and the individual instructive level watched that effect of fulfillment on bliss and prosperity is verifiable. They revealed that work involves a substantial piece of every laborer's day and work is one's primary wellspring of social standing, it characterizes who a man is and influences one's wellbeing both physically and rationally. Bucheli et al., (2010) detailed that educator fulfillment could be clarified by an arrangement of individual financial and socio-statistic attributes, for example, age, instruction, sex, relative salary and social foundation. Cohen and Aya (2010) showed that fulfillment has been a key factor for understanding word related inclusion and duty. They additionally revealed that absence of authoritative responsibility or dedication has been referred to as a clarification for worker truancy, turnover, diminished exertion, robbery, disappointment and unwillingness to be moved.

One of the factors that promote teacher satisfaction is the school environment, which constitutes a whole range of factors that impact the educating learning process inside the school. They incorporate classrooms, library, specialized workshops, quality showing techniques and associates, among different factors that can influence the teaching– learning process (Ajayi 2001). A good learning environment positively affects the academic achievement and behaviour of a student, something that is likely to contribute to the teacher satisfaction. According to Okoza, Aluede and Akpaida (2012), learning and showing condition should execute six capacities: educate, impart, work together, deliver, framework/bolster and oversee.

This investigation concentrated on the physical condition of the school since it is accepted to have an assortment of consequences for educators, students and the learning procedure that may significantly contribute to the satisfaction of the teacher. Research demonstrates that aspects of school physical environment such as poor lighting, noise, high levels of carbon dioxide in classrooms and inconsistent temperatures make teaching and learning difficult. Poor upkeep and ineffectual ventilation frameworks prompt weakness among understudies and in addition teachers, which prompts poor execution and higher truant rates (Frazier, 2002). These variables can antagonistically influence understudy conduct and prompt more elevated amounts of dissatisfaction among teachers and poor learning mentality among students. Gaining condition that is free from hindrances or diversion, for example, clamor, gas/smoke contamination et cetera, will advance students' fixation or perceptual concentration to learning. Likewise, the whole ugly physical structure of the school building could demotivate students to accomplish scholastically. This crisscross advance poor scholarly execution. Danesty (2004) expressed that broken down school structures are not rationally animating and that offices that are described with low or no sitting plan, will likewise influence students' adapting adversely. In New York, the administration has set up measures to guarantee each open grade school has all the required offices that would advance a favorable physical condition that would reward to both the slenderer and the teacher and add to teacher satisfaction (Psachropoulos&Woodhall, 1995).

According to Nadeem, (2011), school physical environmental factors such as poor conditions of school buildings, inadequate library facility, and working environment were found to be some of the factors that affected the performance of female teachers in Pakistan negative. Teachers belonging in urban areas attained better mean score as compared of those teachers in rural areas. Overcrowded classroom conditions make it difficult for students to concentrate on their lessons and unavoidably limit the amount of time for learning thus affecting teacher's performance.

The most basic finding that rises up out of studies is that extremely sizeable extents of elementary teachers, especially in sub-Saharan Africa, have low levels of satisfaction and are ineffectively propelled. A large number of a great many kids are, in this manner, not being instructed appropriately and are not getting even a negligibly satisfactory training. As the creators of the Tanzania nation report call attention to –the de-inspiration of teachers is a noteworthy contributory factor to the appallingly poor learning accomplishments of essential and auxiliary understudies (Bennell&Muykanuzi, 2005).

Bessel, Dicks and Kepner (2013) argue that an individual should be provided with an enabling environment to perform and produce the desired results. The teacher being an instrument of this success requires the physical, psychological, economic and social comfort. Muinde, (2013) pointed out that one of the signs of deteriorating conditions in an organization is low motivation and satisfaction. It leads to strikes, slowdowns, absenteeism and employee's turnover. It may also lead to low productivity disciplinary and organizational difficulties.

Mhishi, Erinos and Sana (2012) reported that most teachers working in rural areas find themselves disadvantaged compared to their urban area counterparts. Mhishi et al., (2012) further reported that these teachers have no access to facilities such as libraries, good housing, banking, clean tap water, Internet services and electricity. Lack of these basic amenities have made most rural school teachers frustrated and are now concentrating more in improving their living conditions in the rural areas at the expense of diligently discharging their duties thus concerning performance in school. They further reported that this could be the reason as to why most teachers have resulted into venturing into business, farming and going back to college for further studies while others leave teaching for greener pastures elsewhere.

In Uganda, physical attributes of the school have an assortment of impacts on the teachers, understudies and the learning procedure. Poor lighting, clamor, large amounts of carbon dioxide in classrooms and conflicting temperatures make educating learning process troublesome. Poor upkeep and inadequate ventilation frameworks prompt weakness among the understudies and higher non-attendant rates among students (Frazier, 2002; Lyons, 2001 & Ostendorf, 2001).

Omari (2005) reported that in Ghana secondary school students ranked teaching position 18 among 25 occupations in terms of prestige. This attitude of young people towards the teaching could be partly explained on the ground of the undesirable physical environments of schools. An unfavourable attitude towards teaching, which has been developed through the years, has been that the young people are recruited into teaching because they have been unable to meet the requirements of schools of engineering, medicine, law and other highly specialized preparations required in the sciences and government. Keiyoro (2012) in the Task Force on the Re-Alignment of the Education Sector to the Constitution of Kenya 2010 and Vision 2030, singled out education and training as the vehicle that will drive Kenya into becoming a middle-income economy. In addition, the Constitution, 2010 provided for free and compulsory basic education as a human right to every Kenyan child. This can only be achieved if the teachers have high satisfaction. Teachers join the teaching force in order to satisfy their needs. The teaching profession plays a crucial role in the social economic development of Kenya. Teachers have the responsibility of implementing educational policies and programs which lead to human resources development. A more efficient and effective teaching force is therefore key to the country's growth and development.

Mwendwa (2013) reported that many trained teachers in Kenya, have been leaving teaching to seek jobs which they consider more prestigious. In the sixties, independence opened up avenues of employment and made available numerous jobs in the public service, altering the position of the teaching profession.

It is the Kenyan Government responsibility to provide infrastructure including schools, learning and teaching equipment, and appropriate financial recourses in Government schools. Expanding school systems and improving the quality of education are important goals for any government including the Kenyan government. Providing and improving education is a primary and ultimate basis for the wealth of nations. The emphasis on school facilities and amenities construction and enrolment expansion undoubtedly go hand in hand.

Since the introduction of FPE funding in Kenya, physical facilities in public schools remain an impending factor to the achievement of overall effectiveness. This has been the case as evidenced by most primary school structures in Elgeyo Marakwet County which were originally built in the late 1960's. Expansion programs for schools have been quite unsuccessful more so in the urban slum schools. Indeed, the rapid rate of expansion in the number of school going children is not commensurate with the school facilities and amenities available. One of the reasons is that resources available for education levelled off or declined with school expansions in the Country.

The relevance of satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. In Kenya, the issue of teacher satisfaction has been manifested through trade unions whereby the Kenya National Union of Teachers (KNUT) has been advocating for improved working conditions of teachers through increase in salaries. However, the current study did not look into the monetary terms as a strategy of improving teacher satisfaction. This was due to the fact that studies (Badri&Mourad, 2011; Danish & Usman, 2010 and Foor& Cano, 2011) had concentrated on determining the relationship between teachers' pay and satisfaction.

2. Theoretical Review

This study adopted the Herzberg's Two factor theory. This theory, formulated by Federick Herzberg, provides the framework for understanding the connection between an individual's satisfaction and quality of the physical environment. It highlights the importance of maintaining a hygienic environment to ensure job motivation. Herzberg's Two factor theory was propounded by McClelland (1951) of Harvard University. Herzberg, Mausner and Snyderman's (1959) two-factor is overwhelmingly in perspective of need satisfaction because of their eagerness for how to best satisfy workers. The aftereffect of their examinations showed that the components that provoked work motivation when display were not comparable segments that incited work dissatisfaction when truant. They saw motivation and dissatisfaction as self-sufficient. They suggested those characteristic factors that reason pros to be disillusioned as Hygiene factors.

This examination revealed two specific sorts of motivational components: satisfiers and frustrates. Herzberg's two factor theory of 1959 perceived satisfying natural segments that choose satisfaction. It has two plans of segments; the chief set contains achievement, affirmation for achievement for work itself, commitment and movement which are strong choosing components of satisfaction. According to Herzberg's theory, it is difficult to request that the innate segments are particular components (they are free factors).

A more sensible view is to regard both trademark and outward factors as prepared for creating satisfaction and also dissatisfaction. That is the proximity of particular elements prompts satisfaction however their nonappearance prompts dissatisfaction. Trademark components according to Herzberg are compensate from work itself; these join certainty, feeling of accomplishment and mindfulness. Superfluous components are rewards from the working environment, for instance, pay, coincidental preferences and expert strength. In any case, the motivation neatness speculation disregards character qualities of masters which have a key impact in satisfaction. For instance, a teacher who has strong prerequisite for achievement could be to an incredible degree disillusioned when he/she sees himself/herself as not achieving his/her instructing calling.

The second game plan of components is accumulated as determinants of dissatisfaction or outward factors. These join points, for instance, affiliation, approach and association, supervision, pay, social relations and working conditions. This course of action of components is related to the earth or setting of and not work itself and moreover saw as occupation criteria. In light of these revelations, Herzberg and his accomplices figured the motivation neatness speculation. They named neatness

factors as dissatisfiers as they attested that an OK tidiness condition hinders dissatisfaction yet does not so much make satisfaction.

Herzberg arrived at two specific conclusions: (i) Hygiene factors are a game plan of outward occupation conditions that, when not present, result in dissatisfaction among laborers. These conditions are the dissatisfiers or tidiness factors since they are required to keep up no not as much as a level of no dissatisfaction. These parts are related to the setting of the incidental and are called disillusion. These include: - security, remuneration, working conditions, status, association supervision, social relationship and accidental focal points (ii) Motivator factors (satisfiers); a plan of inalienable conditions exist that help to fabricate levels of motivation, which can achieve extraordinary execution. If these conditions are missing, they don't realize dissatisfaction. These game plans of points of view are related to the substance of the action and are called satisfiers. These join; achievement, affirmation, works itself, obligation, movement, self-change and headway. The closeness of prodding factors reliably ensures satisfaction and rapture among the employee's. These impelling elements are related to the work content segments.

Herzberg's exploration demonstrated that individuals will endeavor to accomplish 'cleanliness' needs since they are troubled without them, however once fulfilled the impact before long wears off - satisfaction is brief yet individuals are just genuinely roused by empowering them to go after and fulfill the elements that genuine sparks, for example, accomplishment, progression, improvement which speak to a far more profound level of significance and satisfaction. The cases Herzberg's 'cleanliness' needs or upkeep factors in the working environment are approach, association with manager, work conditions, pay, organization auto, status, security, association with subordinates and individual life. Herzberg's true motivators are achievement, recognition, work itself, responsibility and advancement. This study intends to establish the influence of physical environment teacher satisfaction among public primary school teachers.

2.1. Influence of Work Environment on Teacher Satisfaction

Studies indicate that most schools did not have the fundamental facilities, apparatus and materials that would propel teacher motivation and comprehensive change of youths. As demonstrated by Ngome (2002), most open concentration's supported unfriendly work conditions depicted by stark, obnoxious mud walled and astonished classrooms, and others that were squeeze sheet walled and roofed. In such classrooms, temperatures went high or low, ventilation was inadequate, clean was an issue and understudies were easily involved. Most of these classrooms were in like manner congested (Gakii, 2003 and Ng'asike, 2004).

Moreover, unique teachers have been seen to be baffled with physical facilities. For example, a diagram of K-12 teachers in Washington, D.C. referred to in Buckley, et al (2004) found that office quality is a basic pointer of the selection of teachers to leave their present position. To underscore the hugeness of the physical condition, Hanushek, Kain and Rivkin (2004) who asserted that teachers may will to bring cut down pay as an end-result of better working conditions. This is magnanimity considering that the idea of school structures impacts the idea of teacher life and educational outcomes. In schools, socialization of delegates enables them to straightforwardly express their slants, decisions, perspectives each and every other issue that impact them at work put. It is along these lines, a sound structure for the establishment's survival, participation and gainfulness (Maicibi, 2003). This prompts higher specialist productivity and satisfaction that thusly occurs into incredible execution.

Poor working conditions, for instance, lacking space, uproarious and unbalanced enveloping will make the workers baffled with their work. The work trademark for teachers that are connected with dissatisfaction should be perceived to change the work environment for consistent teacher satisfaction. Okumbe (1998) says that workers are concerned in regards to their work environment for their own comfort and furthermore to encourage capability at work. The earth should be flawless, give day adequate and reasonable instruments for work. Some other studies show that employees prefer working conditions which are not dangerous and unpleasant and preferably with similar conditions to their home environment (Bennell, Bulwani&Musikanga, 2004).

A few teachers encounter stagnation and when this happens, they are crippled, disappointed and disappointed with their occupations and search somewhere else for greener field. This dissatisfaction can likewise be showed in halfway pledge to work, early retirement and acquiescence. Workplace is a vital issue that can influence the satisfaction of teachers in school ventures. Obineli (2013) contended that roused working environment will bring about propelled specialists and attracts regard for the significance for work execution, the climate, quality and style of structures and workplaces.

Condition conditions upgrade working and such conditions like appropriate temperature, mugginess, ventilation, lighting, neatness of the working environment and satisfactory apparatuses and hardware, (for example, open address framework, PC, and asset materials for instructing, great workplaces) are critical in teacher satisfaction. Great working conditions give more noteworthy physical solace to teachers and lift their resolve. While exceptionally poor conditions breed disappointment and lament and subsequently a high feeling of dissatisfaction.

Obineli (2013) announced that there are a few factors that may influence the level of teacher satisfaction and these are pay, advancement, workplace and in-benefit preparing. Everywhere throughout the world, individuals take part in work so as to get pay with which to gain necessities and extravagances expected to better their lives. What's more, specialists (and for this situation, teachers) additionally require cash to empower them to tend to individuals from the more distant family. A few teachers encounter stagnation and when this happens, they are dampened, disappointed and disappointed with their

employments and search somewhere else for greener field. This dissatisfaction can likewise be showed in fractional pledge to work, early retirement and acquiescence. The workplace is an essential issue that can influence the satisfaction of teachers. Obineli (2010) contended that propelled working environment will bring about enlivened laborers and attracts consideration regarding the significance for work execution, the air, quality and style of structures and workplaces. The workplace grasps working. Therefore conditions, for example, the temperature, mugginess, ventilation, lighting, commotion, neatness of the work environment and sufficient devices and gear, (for example, open address framework, PC, and asset materials for instructing, great workplaces). Great working conditions give more noteworthy physical solace to teachers and lift their assurance. While extremely poor conditions breed disappointment and lament and subsequently a high feeling of dissatisfaction.

Okonkwo and Obineli (2011) focused on that numerous teachers in state funded schools need inspiration and teacher satisfaction as a result of poor pay and the poor state of the earth of their working environment. This is on account of a working environment condition with basic facilities is a prelude to teacher satisfaction among specialists. In the event that optional teachers are generously compensated, they can at present go an additional mile (like the examination subjects) to guarantee that they have a fortifying workplace. While these investigations feature the significance of the workplace on the worker satisfaction, there is no examination done because of the workplace on the teacher's satisfaction in the County, henceforth a learning hole.

3. Research Methodology

This study adopted descriptive survey design. The design enabled the researcher to describe the state of affairs as they were in regard to school physical environment and teacher satisfaction in Marakwet County and report the findings (Kombo & Tromp, 2006). In this study, descriptive survey gave a detailed description of the influence of physical environment on teacher satisfaction in Elgeyo Marakwet, which may be generalized to other parts of Kenya. In this study, the design had enough provision to protect against bias and maximize reliability (Kothari, 2008). It sought to give actual facts on how school physical environment influence teacher satisfaction in public primary schools in Elgeyo Marakwet County by involving a broad category of respondents.

The target population of this study comprised all public primary school teachers in Elgeyo Marakwet County. The unit of analysis in this study was the public primary school. The county has 345 public primary schools with a population of 3,771 public primary school teachers. The study used stratified, purposive and simple random samplings to select participants. A total of 140 participants (where 38 were males and 102 being females) from Keiyo North Sub-County having a total population of 1,295 primary school teachers (221 males and 1,074 females) were sampled from 11 schools with 11 teachers per school to give 121 teachers (24 males and 97 females), 11 head teachers (8 males and 3 females), 7 Curriculum Support Officers (5 males and 2 females) and 1 Sub-County Director (1 male).

Both primary and secondary data was employed in the study. Primary data was collected through direct communication with the respondents using questionnaires and interview schedule as the main source of data as well as observation. Secondary data was obtained from, annual reports, bulletins, newspaper extracts, government's publications and previous related research works.

The data was coded and analyzed using the Statistical Package for Social Sciences (SPSS V 22). The research yielded both qualitative and quantitative data. Qualitative data was analyzed qualitatively based on content analysis which involved coding and classifying data or categorized by computing and study findings were presented using percentages and tables and interpretations made. The researcher also made use of content analysis in terms of themes based on the study objectives to analyze qualitative data that was presented in prose form. Quantitative data obtained in this study was analyzed, organized into categories and patterns relevant to the study. Generalizations and descriptive statistics were used to analyze quantitative data by use of mean score, frequencies and percentages presented in tables. Descriptive statistical tools, for instance, frequency tables and percentages were used in data analysis.

4. Results

4.1. Influence of Work Environment on Teacher Satisfaction

The study was to identify how work environment of the school influences teacher satisfaction in Elgeyo Marakwet County. This was established using Pearson correlation coefficient.

4.1.1. Correlations between Work Environment and Teacher Satisfaction

The influence of school work environment and teacher's satisfaction was established using Pearson product-moment correlation coefficient as shown in table 1. There was a positive influence of work environment on teachers' satisfaction ($r = .215, p < 0.05$), which implies that the more the work environment is conducive the higher the teachers' satisfaction.

		Satisfaction	Work Environment
Satisfaction	Pearson Correlation	1	.583**
	Sig. (2-tailed)		.000
Work environment	Pearson Correlation	.215*	1
	Sig. (2-tailed)	.013	

Table 1: Correlations between Work Environment and Teachers Satisfaction

** Correlation Is Significant at the 0.01 Level (2-Tailed)

Listwise N=132

The findings indicated that work environment influence teacher's satisfaction. This agrees with Eamon, (2005) that better outcomes and increased satisfaction is assumed to be the result of better work place environment. Poor environmental conditions not only cause inefficient worker productivity, but also reduce workers' satisfaction as well, which in turn impacts negatively on the organization's achievement. This agrees with Bennell, Bulwani and Musikanga, (2004) that the environment should be clean, modern with adequate and appropriate tools for work.

It also concurs with Munguyu (2008), that work environment such as high enrolment, over-stretching of physical facilities and learning resources attributed to FPE, affected teachers' satisfaction. Teachers were highly dissatisfied with the high number of pupils they had in the class. Work environment is an important issue that can affect the satisfaction of teachers in school projects. This agrees with Obineli (2013) that inspired workplace will result in inspired workers and draws attention to the importance for work performance, the atmosphere, quality and style of buildings and offices.

Teachers' outcry of workload was manifested during the reintroduction of free primary education policy in the year which saw an influx in the enrolment with minimal employment of additional teachers. The available teachers who are insufficient have to ensure that they teach, give assignments, mark them and do all sort of activities in terms of duties and responsibilities that come with teaching profession.

At the end of the day, a teacher may feel exhausted and will not wish to continue the next day' said Mr Boen a Science teacher from Upendo Primary.

Conducive working environment is where teachers feel relaxed and free to share their problems which then increase their level of satisfaction. In addition, teachers like any other human being, have unique needs that need to work in a good environment. If the management pays attention to teachers' unique needs, then it may positively influence satisfaction. Management is akin to an engine of the school and therefore, for a school to have a conducive working environment, it may imply that its management is good. On the contrary majority of teachers said that management was neither cooperative nor supportive. Some teachers said that they use their personal resources to ensure that teaching and learning goes on smoothly. One male married teacher at Keben* Primary School argued thus:

'...in my view I would say that if there is anybody to blame for the poor condition of this school, is my head teacher (sic). I am a Mathematics teacher and imagine the school cannot provide me with a very small item like a ruler. Secondly, with this kind of subject, one is expected to give and mark assignments on a daily basis. The school cannot afford to buy red pens for me. In fact, I feel like I need to be transferred as early as yesterday....'

From the interview it can be deduced that some head teachers are not responsible in ensuring that teachers are served with basic resources for ensuring effective learning and teaching. In an interview with the school management on whether they cooperate with teachers in making their work easier.

A head teacher from Tumaini* Primary had this to say:

'Yes we do give them the maximum cooperation required since we need the best out of them. However, sometimes it is difficult to provide all the resources required due to constraints of funds. For instance, the disbursement for this term has not been done and therefore we are running the school without money which makes it hard to facilitate effective learning' (Head teacher, Tumaini* Primary).

It was clear from the interview that the school management acknowledge their inadequacies in facilitating teaching and learning which has a triple effect on teachers' satisfaction. The interview results indicated that school facilities do not enhance satisfaction towards learning, thus, making teaching attractive. According to some of the teachers, school facilities have promoted satisfaction. For instance, teachers may have a negative attitude towards certain practical or learning may create poor communication and cooperation between pupils and teachers. The adequacy of facilities builds positive attitude among teachers hence creating conducive learning environment making them feel motivated to work thus increasing their level of satisfaction. The influence of work environment on teacher satisfaction indicates that school facilities satisfy teachers and pupils perform better in examinations. This agrees with Hill (2010) stated that employees spend so much time in their work environment each week and therefore it is important for companies to try to optimize their working conditions like providing spacious work areas rather than cramped ones because adequate lighting and comfortable work stations contribute to favourable work conditions. Providing productivity tools such as upgraded information technology to help employees accomplish tasks more efficiently and contributes to satisfaction as well.

5. Conclusion

Within the sample of schools participating in this study, evidence revealed that majority of teachers were not satisfied with the physical appearance of their schools. This was evidenced by teachers complaining of the old and dilapidated buildings, leaking roofs, shortage of toilets, poor book shelving where some schools did not have shelves as well as inadequate desks for pupils to sit on and learn. Working environment of the teachers like workloads, good relationship with colleagues, workspaces reduces teachers stress, turnover, absenteeism which leads to teachers' motivation, satisfaction, cooperation and effectiveness hence increasing pupils' achievement.

6. Recommendation

Working conditions to any teacher is very vital. The study recommends that school management should ensure that school working environment is conducive for teachers in order to enhance the motivation and satisfaction level. This can be achieved by ensuring that there are adequate teaching and learning resources. Having access to adequate books and other teaching materials may make teachers work easier and thus improving their satisfaction level. In addition, administration in any school should come up with their own modalities of ensuring that teachers in their schools are satisfied with their job.

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