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## An Evaluation of How Physical Facilities Influence Teacher Satisfaction in Elgeyo Marakwet County

**Jonah Kipsang Kiptum**

Student, Department of Educational Foundations, Kenyatta University, Kenya

**Dr. Rubai Mandela O.**

Lecturer, Department of Educational Foundations, Kenyatta University, Kenya

**Fr. Dr. Francis N. Murira**

Lecturer, Department of Educational Foundations, Kenyatta University, Kenya

### **Abstract:**

Primary school teachers in Kenya like elsewhere in the world form a vital segment of the basic education as they impart basic knowledge to learners. Prioritizing the professional needs of such teachers would therefore contribute to the fulfillment of their professional roles. A study was done with one of the objectives focusing on the evaluation of the extent to which school physical facilities influences teacher satisfaction in public primary schools in Elgeyo Marakwet County, Kenya. 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. A descriptive survey research design was adopted for the study. A survey was deemed appropriated because of the nature of the study which was mainly quantitative and thus, an emphasis was put on the description of the responses and the later generation of the results. Elgeyo Marakwet County was chosen for this study 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). The study used triangulation of sampling techniques including stratified sampling for selecting the final subjects proportionally from the different strata, proportionate to ensure that minorities are properly represented in the study and purposive sampling to accomplish expertise knowledge of the researcher. The sampled strata included teachers, Curriculum Support Officers (CSOs) and Assistant County Directors. Both questionnaire and interview schedule was used to collect information from a sample of 140 participants, including 38 males and 102 females, whereby 123 were teachers 15 were Curriculum Support Officers and 2 were Assistant County Directors. Data analysis for quantitative data was both descriptive and inferential where multiple regressions was used. As a result, the study sought to review and gave actual facts using both descriptive and inferential analysis on how school physical facilities influence teacher satisfaction in public primary schools in Elgeyo Marakwet County. The study found out that unconducive working facilities, inadequate facilities such as desks, shelves and classrooms were the major physical facilities issues that influenced teacher satisfaction. Finally, lack of proper demarcation of space, poor arrangement of books as well as inadequate space for teacher movement in class was found to be the major issues under the arrangement of the workspace that may influence teacher satisfaction. The study recommended that there is a need for school management to ensure that school physical facilities is conducive for teachers to enhance their motivation and satisfaction level.

**Keywords:** School, physical, facilities, satisfaction

### **1. Introduction**

By the time of this research, primary school education in Kenya spanned eight years of schooling for children of ages ranging between six to fourteen years. Teachers played a significant role in facilitating learning and guiding students in both curriculum and co-curriculum activities at the various levels of schooling. The role of the teacher cannot be overestimated. A part from curriculum implementation, teachers judge performance of pupils in examination, they resolve disputes among pupils, advise on health matters and offer spiritual guidance among other things. These roles would not be effectively performed in the absence of teacher satisfaction which ultimately contributes to motivation.

The United States of America (USA) and many European countries have demonstrated understanding of the relationship between teacher satisfaction and quality education. Consequently, the northern nations are widely researching on better solutions to the escalating and emerging problems, such as insufficient physical facilities, facing teachers (Taylor & Vlastos 2009). Physical facilities compose a strategic factor in the operation and functioning of an organization as they determine the excellent performance of any social organization or system including education. In the school system, physical facilities such as school buildings, accommodation, classrooms, libraries, furniture, and other instructional materials play a fundamental role in improving academic achievement. In this regard, the availability, relevancy and sufficiency of such facilities affect academic achievement positively. Similarly, poor school buildings and overcrowded classrooms affect academic achievement negatively.

Taylor and Vlastos (2009) discovered that physical facilities of the classroom goes about as "Quiet Curriculum." It implies that classroom facilities configuration can encourage and enhance the learning procedure like the plain educational programs. Tragically, in less created nations, for example, Pakistan where they reached their examination, instructive establishments need physical facilities which adversely influence the general execution of the organizations. Adequate facilities advance scholarly accomplishment and guarantee the reinforcing of the general institutional execution. Ugly and outdated structures; split classroom dividers and floors; absence of toilets; absence of work areas and seats; absence of transport office; absence of appropriate security framework; absence of drinking water; absence of intensity supply; absence of play areas; absence of showing staff; absence of adequate classrooms; stuffed classrooms; absence of instructive innovation; absence of first guides office and some more, adversely influence satisfaction of the teacher in an organization. Along these lines, teacher satisfaction has a nearby connection with the school physical facilities (Hussain, et al. 2012).

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 several studies (Badri & Mourad, 2011; Chivore, 1988; Danish & Usman, 2010; Foor & Cano, 2011) had concentrated on determining the relationship between teachers' pay and satisfaction. Dewe (1993) wrote that poor working condition can be described by inadequate equipment, poor staffroom conditions and availability of resources among others. Teacher dissatisfaction may be manifested through high rate of turnover, whereby cases of departmental transfers especially teachers have left the teaching service to join other ministries (Teachers' Image Vol.13, 2007, P.7). Ali & Ahmed (2009) carried out a research and found out that there are several human resource practices which are overlapping that determine and influence satisfaction in the long run. These include trust between workers and the management, school physical appearance, proper working facilities and organization of workspace as well as unified working culture. Better working conditions provide a healthy facility, workers need are met at various levels and finally satisfaction is realized. Ali & Ahmed (2009) say that changes in recognition and rewards can bring a definite change in work satisfaction. Ali and Ahmed confirmed the strong positive effects of better working facilities on teacher satisfaction.

With the implementation of Free Primary Education (FPE) by the Government of Kenya in 2003, most schools experienced high enrolment. The Gross Enrolment Rate was 99% in 2003 (102 % for girls and 97% for boys) GOK (2005). This is because almost all the children who had dropped out of school due to lack of fees went back to school. From the foregoing presentation, it is evident that primary school teachers face a number of challenges which impact on their satisfaction. This is intensified by overcrowded classes, an increase in the workload and lack of enough desks for pupils, inadequate staff and pupil-teacher ratio. Other factors relate to poor working facilities in schools, inadequate in-servicing of teachers, inadequate facilities, poor health and sanitation, gender insensitive facilities, poor physical appearance and inadequacies in quality assurance also contribute to low teacher satisfaction, GOK (2005).

Consequently, in Elgeyo Marakwet County, the County Director of Education's report (CDE) released 2014), noted that primary school teachers were likely to be dissatisfied following high rate of teacher absenteeism, teachers being heavily linked to other businesses like mobile money transfer businesses, shops and boda boda (bicycle/motorcycle taxi) business. It has also been reported that while some teachers report to school, they however, spent only a few hours and then sneaked away (CDE, 2014). The CDE report did not form the emphasis of the teacher not being satisfied with the school physical facilities, since a report done in 2000, found that poor indoor air quality makes teachers and pupils sick, and sick pupils and teachers cannot perform as well as healthy ones (EPA,2000). While there are several studies that link school physical facilities to teacher satisfaction, very few have looked at school physical facilities and the influence to teacher satisfaction. This research will become increasingly more important as school divisions link teacher satisfaction to physical and working facilities. If teacher satisfaction has a relationship to school facility conditions, then school divisions will have to look more closely at school physical facilities and its influence on teachers. Research is sorely needed in linking school facility conditions to teacher satisfaction, particularly in light of recent efforts to enforce more teacher accountability. If more accountability is required of teachers in the day to day task of teaching, then more research is needed in looking at the physical work facilities and how it influences teacher satisfaction.

The study therefore sought to look at the role of physical school facilities in influencing teacher satisfaction in a resource poor context of the developing world which entails, physical appearance, working facilities and the arrangement of workspace. The study focused on the influence of physical facilities on teachers' satisfaction in public primary schools in Elgeyo Marakwet County. In particular, school physical facilities include buildings (classrooms, libraries, technical workshops,

and laboratories), teacher working work facilities (Trees and other aesthetics in school for fresh air and relaxation) and arrangement of work space (Spacious workplace and attractively arranged workplace).

Therefore, the literature review above has highlighted how various aspects of physical appearance of the school like class size, whether spacious or narrow as well as outdoor classrooms, influence the satisfaction among teachers. However, it is not clear whether these factors may be replicated in Elgeyo Marakwet County. It should therefore be noted that, there is very little research examining teacher satisfaction with the school buildings, furniture and other instructional materials. This study sought to fill this gap by giving a voice to these factors on such a concern as a teacher.

## 2. Theoretical Review

This study while examining school physical facilities influencing teachers' satisfaction was guided by "the two factor theory" of Herzberg (1993). Herzberg's motivation theory was considered to be verbalize in substance and setting of the activity (inborn and extraneous components were expected to decide teacher's level of satisfaction). Herzberg's Two Factor Theory of Motivation Hygiene additionally called Dual Factor Theory depends on the presumption that dissatisfaction prompting evasion of work and satisfaction prompting pull in one to work don't present end purpose of a solitary continuum. Rather two separate unipolar continua are required to mirror individuals' double introduction to work; thus the expression "two factor". The free two scales come about because of two particular arrangements of employment factors that apply to just a single continuum.

Herzberg concentrated on the work facilities and distinguished variables that stimulate positive or negative mentalities towards work (Alan, 2001-2008). To build up the hypothesis, 200 bookkeepers and designers from manufacturing plants were counseled; they declared that perspectives that brought great or awful emotions at working environment are related with the activity itself, the inherent inspiration inside an individual (intrigue), and extraneous elements (physiological) which included accomplishment, working conditions, supervision, work itself, compensation, relational relations progression, acknowledgment, obligation, advancement and development (Okumbe, 1998). Despite all these factors, the current study only dealt with school physical facilities which encompass physical appearance, working facilities and work space which caused dissatisfaction among teachers.

The theory stated that factors which create satisfaction originate from intrinsic contents of a job and they satisfy higher needs. This consists of work itself, advancement, responsibility and recognition. These satisfiers are motivators to greater productivity. Herzberg further says they can motivate individuals to a long term performance. On the other hand, factors that create dissatisfaction emanate from extrinsic job contents such as salary, work condition, organization, policy, administration and supervision. They are associated with the facilities surrounding the job hygiene factors. Such factors, he argues, can produce changes in attitude and productivity but only in the short term. Herzberg, however, says that the hygiene factors are also necessary in maintaining human resource. Some factors fall in both intrinsic and extrinsic sides. The major aspects of Herzberg's theory are the two sets of factors thought to be representing a job. These are motivators and hygiene factors. The motivators include factors such as achievement, recognition, work itself, responsibility and advancement. These factors are effective in motivating employees to greater productivity and are strong determinants of satisfaction. Herzberg contended that such satisfiers can rouse people to long haul predominant execution and exertion (Herzberg, 1968). Cleanliness factors, for example, organization arrangement and organization's method of supervision, compensation, association with colleagues and working condition emerge for the most part from the activity facilities. Herzberg additionally expresses that such factors are just engaged with making dissatisfaction.

The two factor hypothesis additionally propels that the best way to spur a representative is to discover him/her all the more difficult work in which he/she can accept accountability and this should be possible by making employments all the more characteristically fulfilling (Herzberg, 1968). Promise to educate and the work put have been observed to be upgraded by affirmation of instructing important and differed work, sensible workload, sufficient instructing and learning assets and learning openings gave. The present examination be that as it may, concentrated on school physical facilities, for example, physical appearance of the school, teacher working facilities and course of action of workspace. Herzberg hypothesis was appropriate in the current circumstance of teacher satisfaction in broad daylight grade schools of Kenya and particularly those from Elgeyo Marakwet County, in that, physical and passionate necessities of individuals don't change.

The Herzberg's (1976, 1957) inspiration hypothesis of essential human needs stretches out its principles to Abraham Maslow's (1943) hypothesis of inspiration. Herzberg's hypothesis depicts the refinements amongst outward and inherent elements that persuade and deliver satisfaction in workers (Herzberg, 1976). For example, the investigation accepted that if the school physical facilities that incorporates (physical appearance, working facilities and work space), was great at that point teachers' satisfaction level would increment. Commentators of Herzberg's hypothesis contend that the two-factor result is watched in light of the fact that it is normal for individuals to assume praise for satisfaction and to accuse dissatisfaction for outer components.

Moreover, teacher satisfaction does not really suggest an abnormal state of inspiration or efficiency. In spite of its wide acknowledgment, the hypothesis has its depreciators. Some say its procedure does not address the thought that, when things are going great, individuals tend to take a gander at the things they appreciate about their activity. At the point when things are going gravely, nonetheless, they tend to accuse outer variables. Another basic feedback is the way that the hypothesis expects a solid relationship between teacher satisfaction and efficiency. Herzberg's system did not address this

relationship; in this way this supposition should be right for his discoveries to have functional significance. Herzberg's hypothesis has been extensively perused and regardless of its shortcomings its continuing worth is that it perceives that genuine inspiration originates from inside a man and not from different variables.

### 3. Research Methodology

A descriptive survey research design was adopted for this study. A survey attempts to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This study was therefore a self-reported research work which required the collection of quantifiable information from the sample. Patton, (2000) defines descriptive survey research as a systematic empirical inquiry in which the researcher does not have direct control of independent variables because their manifestation has already occurred or as they are inherently not manipulated. Inferences about relations among variables were made, without direct intervention from concomitant variation of independent and dependent variables. As a result, the study sought to review and gave actual facts using both descriptive and inferential analysis on how school physical facilities influence teacher satisfaction in public primary schools in Elgeyo Marakwet County. In addition, survey was more appropriate as questionnaire was the main tool for data collection which later facilitated generalization and hypotheses testing.

The study adopted both quantitative and qualitative research paradigms in order to obtain maximum information concerning the study topic. Quantitative methods were able to generate numerical data that was transformed into useable statistics. It was used to quantify attitudes, opinions, behaviors and other defined variables and generalized results from a larger sample population. Qualitative paradigm, on the other hand, is primarily exploratory in nature. It was used to gain an understanding of underlying reasons, opinions and motivations regarding to the school physical facilities influencing teacher satisfaction. It provided insights into the problem of teacher dissatisfaction and was used to uncover trends in thought and opinions and dived deeper into how school physical facilities affect teacher satisfaction. Interview guide was used to collect qualitative information from key respondents namely teachers, the head teachers, Curriculum Support Officers and Assistant County Directors of Education. While quantitative paradigm provided the hard data needed to meet required objectives and to test the hypotheses of this study), qualitative method provided the in-depth explanation by considering participants' feelings on the study problem. This method was handy in generating information concerning the recommendations on viable measures that would be implemented in order to improve satisfaction among teachers in Elgeyo Marakwet County. Using both paradigms was advantageous in terms of complimentary since each method had some bias. For example, the subjectivity associated with qualitative method was minimized by the objectivity of quantitative method. Thus, the findings derived from one approach validated the other.

While quantitative paradigm provided the hard data needed to meet required objectives and to test the hypotheses (for instance, objectives 1-3 of this study), qualitative method provided the in-depth explanation by considering participants' feelings on the study problem. This method was handy in generating information concerning the recommendations on viable measures that would be implemented in order to improve satisfaction among teachers in Elgeyo Marakwet County. Using both paradigms was advantageous in terms of complimentary since each method had some bias. For example, the subjectivity associated with qualitative method was minimized by the objectivity of quantitative method. Thus, the findings derived from one approach validated the other.

#### 3.1. Target Population

The unit of analysis in this study was the public primary school. The County has 4 Sub-Counties headed by Sub-County Directors of Education with 26 educational zones headed by Curriculum Support Officers (CSOs). 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 respondents. 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). Keiyo North Sub-County was chosen as the area of study because it has some public primary schools located in rural areas while others in urban areas unlike other three Sub Counties and it is the Headquarters of Elgeyo Marakwet County.

Category	Target Population	
	Male	Female
Head teachers	87	29
Teachers	221	1074
CSOs	8	2
Ass. County Directors	1	0
Total	1422	

Table 1: Target Population of Respondents

### 3.1.1. Sampling Techniques and Sample Size

In this study the sample size was determined using Krejcie and Morgan (1970) whereby a total of 229 teachers required a sample of 140 teachers using the following formula;

$$S = X^2NP / d^2 (N-1) + X^2P (1-P)$$

S = required sample size

$X^2$  = the table value of chi-square for one degree of freedom at the desired Confidence level

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05).

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Category	Target Population		Sample Size	
	Male	Female	Male	Female
Head teachers	87	29	8	2
Teachers	221	1074	24	94
CSOs	8	2	5	1
Ass. County Directors	1		0	
Total	1422		140	

Table 2: Target Population and Sample Size

Questionnaires were used to collect data from teachers since they are cheap to administer to respondents who are scattered over a large area. The teacher questionnaires had both open and closed ended questions. The structured questions were used in an effort to conserve time and money as well as to facilitate easier analysis as they are in immediate usable form; while the unstructured questions were used to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information but the main focus being to collect the data from the respondents.

In addition to the questionnaire for teachers, interview schedule was a semi structured in that it was a mix of unstructured and structured questionnaires. Some of the questions and their sequence were determined in advance, while others were evolved as the interview proceeds to enable the researcher obtain vital and crucial information in relation to the school physical facilities that influence teacher satisfaction from head teachers, Curriculum Support Officers and assistant county directors.

## 4. Results

### 4.1. Influence of School Physical Appearance on Teacher Satisfaction

This paper is based on one of the objectives of a wider study. The paper identifies how physical appearance of the school influences teacher satisfaction in Elgeyo Marakwet County of Kenya. Questions were asked in regard to the comfort and adequacy of the classrooms, desks, buildings, offices, instructional tools and games equipment among other variables. In order to collect sufficient data addressing research questions, the above mentioned variables were adopted for providing answers in a form of a Likert scale (where 1=strongly disagree, 2=disagree, 3=not sure, 4=agree and 5=strongly agree). Table 3 below summarizes the findings.

Aspect	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Classrooms are comfortable and Adequate.	25	18.9	53	40.2	6	4.5	37	28.0	11	8.3
Desks are comfortable and Adequate.	17	12.9	38	28.8	18	13.6	43	32.6	16	12.1
School has adequate buildings And Adequate offices.	9	6.8	17	12.9	11	8.3	11	8.3	84	63.6
School has Offices which are well Equipped.	25	18.9	32	24.2	21	15.9	25	18.9	29	22
Instructional tools, equipment and materials are adequate.	16	12.1	41	31.1	19	14.4	41	31.1	15	11.4
Enough games equipment and conducive attractive facilities which motivates the teachers' in extra curriculum Activities.	7	5.3	47	35.6	28	21.2	29	22.0	21	15.9
Mean	17	12.9	40	30.3	18	13.6	31	23.5	27	20.5

*Table 3: Influence of School Physical Appearance on Teachers Satisfaction*

Findings from Table 3 indicate that, 25 respondents (18.9% ) where 17 were female aging between 31-50 years and only 8 were male with age bracket between 31-45years strongly agreed that classroom are comfortable and adequate; and School has adequate offices which are well equipped, 53 respondents (40.2 %) of age bracket between 25-40years, 25 being married, 9 being single and 2 being widowed and 18 of them were male,13 married while 6 were single all between an age bracket of 25-45 years agreed that classrooms are comfortable and adequate, 28 respondents (21.2 %) of age bracket between 40-60 years, 13 being married, 1 being single and 4 being widowed were female and 10 of them were male,7 married while 3were single all between an age bracket of 31-45 years remained neutral that the schools have enough game equipment which motivates the teachers in extra curriculum activities,43 respondents (32.6 %) of age bracket between 25-40 years, 23 being married, 7 being single and 1 being widowed were female and 12 of them were male,8 married while 4 were single all between an age bracket of 31-45 years disagreed that desks are comfortable and adequate while 84 respondents (63.6 %) of age bracket between 35-45 years, 32 being married, 16 being single and 3 being widowed were female and 33 of them were male, 23 married while 10 were single all between an age bracket of 31-45 years agree that the school has adequate buildings. On average 40 respondents (30.3%) where 27 were female aging between 31-50 years and only 13 were male with age bracket between 31-45years agreed on all aspects. Conducive and attractive facilities enable teachers to teach in a relaxed mode thus improving concentration. Sitting and working in an attractive facility is pleasant and motivational which may contribute to satisfaction among teachers.

In this study, observation data showed, Baraka primary school administering lessons under trees with pupils using bricks and stones as desks. Lack of adequate teaching facilities at Baraka also implied that the teacher strained in terms of teaching and could not attend to all pupils especially in language and mathematics lessons. It was also difficult for the teacher to give out and mark assignments on a daily basis since there is no specific arrangement of work space for the pupils and therefore becoming a burden to teachers and at the end of the day, the teacher is not satisfied. This implies that satisfaction of teachers may then be influenced by availability and adequacy of resources as well as conducive working facilities.

Findings also revealed that 63.6% of 10 years' experience teachers denied the statement that their school' buildings are adequate and thus, motivates teaching. Having school buildings is very vital for teachers to be motivated and be happy within their working facilities. Some teachers commented during the interview that:

'..... We are not happy with our school structures since we are as old as the schools themselves. When it rains, some roofs leak water forcing pupils and teachers to relocate to other rooms which are fair.' (sic)

During data collection, the researcher observed that the situation of most school buildings dilapidated for this case Upendo Primary where by their buildings were worn out and no paint was visible, others like Makini and Chemichemi Primary schools were made of mud and were wearing down fast. This was evidenced by the fact that some buildings had holes big enough for pupils and anybody to pass through. It was also found that in Emtit and Kurriot schools, during rainy season, pupils and teachers were forced to leave early or even stay out of classes completely due to unpleasant weather. Buildings are very important to teaching and learning. Mr. Serem a teacher from Mlimani primary School had this to say;

'...the issue of poor working facilities has really demoralized the teachers. For this reason, teachers experience high levels of stress and are more likely to miss days of work, which could potentially lead to falling behind in the curriculum. Teachers who are dissatisfied could negatively affect the morale of their students and fellow teachers, which could result in decreased motivation of students and staff.'

As a result, the buildings being attractive are crucial to learning as well as teacher satisfaction.

Notably, 43 teachers (32.6%) with experience of more than 16 years denied the statement that there were adequate desks for learners making teaching more convenient and attractive. Teaching a calm and comfortable class can be motivating compared to an overcrowded class. From the schools that the data was collected like Upendo, Maskini and Chemichemi primary schools, teachers complained of inadequate desks and that many pupils squeeze themselves to fit on a desk. One of the teachers said;

'...Poor working facilities and detachment are likely to counteract efforts to raise student achievement.

Moreover, the overall level of satisfaction and attitudes of teachers are related to school working facilities as I have seen many schools with more satisfied teachers are more effective."

This as a result, causes discomfort thus, negatively affecting learning. Lack of adequate desks also impact teaching since teachers feel uncomfortable attending to pupils. Furthermore, teachers lamented that it is not easy to attend to pupils who do not sit properly and comfortably. This is normally pronounced during marking of assignments or dictating notes to the pupils. Teachers may feel motivated and thus satisfied if there are adequate desks which enhance comfortable sitting and thus, improve attentiveness among pupils. Unlike Majimoto Primary where there are adequate desks but the teachers are not satisfied due to the old structures used as classrooms.

On the other hand, 36.5% of the respondents were not sure whether their school had enough equipment which motivates the teachers in extra curriculum activities but the teachers were still motivated by achievement of the pupils during games competitions though with limited facilities. This is attested by the statement having 47 teachers. Enough equipment and spacious play grounds are very important for both teachers and pupils. If a teacher after class feels tired, he/she can relax and refresh by walking or sitting in the field for fresh air. Pupils too are able to play and refresh making it easier for teachers to impart knowledge to them. In terms of play fields, the study observed that many schools had adequate playing ground though not demarcated and not attractive, an example is Maskini primary which is located on a raised stony ground which does not provide good playground for pupils during games and this has not satisfy the teachers especially the games teachers during physical education.

## 5. Conclusion

The study from which this paper is drawn provides sufficient evidence demonstrating teacher dissatisfaction resulting from 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. Consequently, this paper concludes that the physical facilities of the school like classroom space, class size, clean facilities and wall paintings is a key factor in determining teacher satisfaction.

## 6. Recommendation

Having demonstrated that the physical school facilities significantly contributes to teacher satisfaction, this paper makes the following recommendations:

- Central and County Governments, Boards of Managements (BOM), Parents Associations (PAs) Non-governmental organizations and other key stakeholders in education need to invest in the improvement of school infrastructure. The outlook of school buildings and their environs ought to be enhanced through well thought out master plans, beautiful architectural designs and paintwork, Adequate water and sanitary facilities separated by gender must be provided for and maintained.
- Renovation and repair old school buildings while replacing old leaking roofs and other worn out parts is key. Buildings that are old and dangerous to the occupants need to be demolished from school compounds. old
- Greening of school facilities through orderly planting and maintenance of trees, flowers and grass in strategic places is necessary. It would provide teachers and students with comfortable facilities for working and relaxing.

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