

**EFFECTS OF PSYCHOSOCIAL AND WORK COND ITION ON JOB SATISFACTION  
OF PUBLIC SECONDARY SCHOOL FEMALE PRINCIPALS IN SIAYA COUNTY,  
KENYA**

**BY  
BEATRICE AKINYI ONYANGO**

**A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL ADMINISTRATION**

**SCHOOL OF EDUCATION ADMINISTRATION**

**MASENO UNIVERSITY**

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**DECLARATION**

**DECLARATION BY CANDIDATE:**

This thesis is my original work and has not been presented for the award of a Degree in any other University or Institution of higher learning.

SIGNATURE..... DATE.....

BEATRICE AKINYI ONYANGO

PG/PHD/00152/2013

**DECLARATION BY SUPERVISORS:**

This thesis has been submitted for examination with our approval as University supervisors:

SIGNATURE..... DATE.....

DR.M.A.KAWASONGA

Department of Educational Management and Foundations.

Maseno University

SIGNATURE..... DATE.....

DR.J.O.SIKA

Department of Educational Management and Foundations.

Maseno University

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May God bless you.

## **DEDICATION**

I dedicate this work to my late father, Tobias Anyango Ochieng Range, my late grand father and mother, Joseph Agweny Abony and Maria Mlanya Agweny. Special appreciation to my loving mother, Monica Okello Anyango for her invaluable love, prayers, encouragement and financial support during the study period and for her zeal for education that inspired me to undertake this doctoral program. May God bless you.

## ABSTRACT

The 2010 Constitution enhanced affirmative action to boost women's participation in educational leadership in Kenya. However, in Siaya county female principals face problems in their leadership roles and work conditions that put a lot of demand and stress in their work. In the period between the year 2015 and 2020, 78(42.9%) of female principals presented transfer requests, 52(28.6%) resigned and 36(19.8%) were redeployed presenting a glaring shortage of professional female administrators compared to other neighboring counties. Sources from Education County offices in Rachunyo North and Homa Bay indicate that female principals left headship due to stress 11(24.4%) and 15 (28.3%), while 9(17%) left headship due to other factors as joining spouses. Busia and Kakamega counties had 14(28.6%) and 12(24.5%), while Vihiga had 4(15%) and Kisumu 16(20%) of transfer requests, resignation and redeployment presenting a minimal number. The purpose of the study was to determine the effects of psychosocial and work conditions on job satisfaction of public secondary school female principals in Siaya County. The objectives of the study were to; determine effects of physical facilities on psychosocial and work condition on job satisfaction; examine effects of physical environment on psychosocial and work condition on job satisfaction; analyze effects of stress on psychosocial and work condition on job satisfaction and; determine effects of family roles on psychosocial and work condition on job satisfaction. A conceptual framework was used to identify the effects of psychosocial and work condition variables on job satisfaction based on Herzberg's Two Factor theory. Descriptive and correlation research design was used for the study on a population of 55 female principals, 50 of which formed a saturated sample. Questionnaires and interviews were instruments for data collection. Face and content validity of instrument was determined by two experts in the Department of Educational Management and Foundations, Maseno University. Their suggestions were used to revise the questionnaires and interview schedules by removing ambiguities, inconsistencies and weaknesses noted to make them more comprehensive in content. A pilot study was conducted in 5 schools to establish reliability of the instruments through a test-re-test method. A *Pearson- r* value of .79 was achieved at .002 implying that the instrument was reliable. Quantitative data from questionnaires were analyzed using descriptive statistics such as frequencies, means and percentages and presented using tables. Qualitative data from open-ended sections of questionnaires and interviews was analyzed by organizing the content into themes and sub-themes as they emerged, then tallied and presented in verbatim form. Ethical approval letter was obtained from the Ethics Review Committee, Maseno University, which enabled the researcher to obtain a research permit from the National Commission for Science Technology and Innovation. The findings revealed that physical facilities had positive psychosocial effect on job satisfaction ( $\beta=.508$ ,  $p=.001$ ) and accounted for a variance of 25.8%. Physical environment had positive psychosocial effect on job satisfaction ( $\beta=.440$ ,  $p=.002$ ) and accounted for a variance of 19.4%. Stress factors had a negative significant effect on job satisfaction ( $\beta=-.469$ ,  $p=.001$ ) accounting 46.9% variance on job satisfaction. Family roles had inverse psychosocial effect on job satisfaction ( $\beta=-.528$ ,  $p=.001$ ) and accounted for 27.9%. The study concluded that physical facilities, physical environment and family roles had a positive psychosocial effect on female principal's job satisfaction. The study recommended that physical facilities and physical environment be well maintained and improved to avoid psychosocial effects of stress through counselling and training in order to learn to balance between family roles and work. The study findings may help the Ministry of Education and Teachers' Service Commission to come up with work-life policies that would reduce psychosocial related problems and promote job satisfaction for improved work conditions of female principals in school management.

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## LIST OF ACRONYMS AND ABBREVIATIONS

<b>ANOVA</b>	Analysis of Variance
<b>ASID</b>	American Society of Interior Designers
<b>BOM</b>	Board of Management
<b>CSOs</b>	County Support Officers
<b>EEPA</b>	Evaluation and Education Policy Analysis
<b>FSBS</b>	Fidelity of Social and Social and Behavioral Sciences
<b>FSE</b>	Free Secondary Education
<b>GAO</b>	General Accounting Office
<b>GFSS</b>	Guardian Financial Services Survey
<b>HOD</b>	Head Of Department
<b>HRM</b>	Human Resource Management
<b>IIEP</b>	International Institute for Education Planning Program
<b>ICT</b>	Information Communication and Technology
<b>ILO</b>	International Labor Organization
<b>MOE</b>	Ministry Of Education
<b>NASSP</b>	National Association of Secondary School Principals
<b>OECD</b>	Organization for Economic Operation and Development
<b>OSI</b>	Occupational Stress Indicator
<b>PA</b>	Parents Association
<b>SASAMS</b>	South African School Administration and Management System
<b>TSC</b>	Teachers Service Commission
<b>TFL</b>	Temporal Location Flexibility
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

With the changing scenario, there is vast increase in the number of working women. Women are competent enough to contribute to the betterment of any organization. They are sharp, intelligent, empathetic, flexible, and with energy to work hard in both fronts, office and home. The increasing expectations at both ends make the situation difficult for women, as a result, they face difficulty in maintaining a required balance of work and life (Chaudhary & Bagga, 2018). This lack of balance results in further problems such as work overload, career aspirations, competition, peer pressure, child care, elderly care, relationship maintenance, and other household responsibilities at home. This becomes difficult for females to contribute to the maximum at both ends. Because of this imbalance, females remain with some guilt and stress and therefore come across many tribulations that may affect their satisfaction on the job.

In the United States of America, female teachers in tertiary education in 2009 made up 46% of the total which was slightly higher than in other developed countries in Western Europe. In 2009, only 43% of women in United Kingdom held teaching positions in Tertiary Education, whereas in Germany, the figure was 39%, In other parts of the world, the trend remains the same, in secondary, college and university, teaching is a male dominated arena (UNESCO, 2010).

Psychosocial problems arise from poor work design, organization and management, as well as poor social context of work, and they may result in negative psychological, physical and social outcomes such as work-related stress, burnout, depression or poor working conditions resulting to psychosocial risks such as; excessive workloads, conflicting demands, lack of role clarity, lack of involvement in making decisions which may affect the workers and lack

of influence over the way work is done, poor management and organizational change, job insecurity, ineffective communication, lack of support from management or colleagues, psychological and sexual harassment (Chaudhary & Bagga, 2018).

The impact of working conditions on women employee's performance is very important in today's world. Since women are considered equal to men in the society, they involve in every aspect of life, without which it is very difficult that the society can build up properly because they play an important role in every stage of life. They take an active part in every field of life, without their support and involvement, neither the house nor society can rise properly (Rizwan, Jolita & Nawiz, 2016).

More and more women prefer to be engaged in some kind of employment so that they can contribute financially to their family. But the attitude towards women especially married ones and their family roles has remained the same, as even today, taking care of the family and children is considered their primary responsibility. Thus carrying out responsibilities both at home and workplace overstrains a married working woman resulting to psychosocial effects like; role conflict, job strain, mental fatigue, stress, anxiety, frustration, depression, anger, phobia and other social and emotional distress which can interactively affect the mental well-being of working women (Gigantesco, 2014). The position of women is linked to their economic position, and that also depends upon the chances of participation in socio-economic activities. It has been accepted that female's economic status make a positive mark on the overall development of the society. Because of the complex interaction between biological, psychological and social factors, women face so many physical and mental illnesses (World Health Report, 2001).

Extensive research over many years has identified a variety of effects as a result of psychosocial risks administratively in the education sector as; excessive workload, conflicting demands, and lack of role clarity, lack of involvement in decision making, job insecurity, ineffective communication and lack of support (Clark, 2010). The present study therefore employed the term psychosocial administratively among female principals in secondary schools and not in education psychology. This is because the term psychosocial is simply shorthand for psychological, economic and social influences on workers which can potentially lead to a deterioration of work performance (Clark, 2010).

There is a lot of exposure in modern life as a result of scientific and technological developments. In this competitive era, there are so many struggles, conflicts and difficulties in satisfying the basic and psychological needs. Earlier, being with the responsibility of the family, men used to face psychosocial problems. But with the passage of time, this perception has changed and now women are more prone to such psychosocial problems because of the changing roles and having to do with dual responsibility of work and home (World Health Report, 2001).

Report concerning research overview commissioned by the Swedish Work Environment Authority (2017) with an aim of detailing relationships between organizational and psychosocial factors at work and various work related and health related outcomes among working women and men was investigated over a period of ten years. Eight organizational factors and nine different factors were identified. Psychosocial factors included among other things, shift work, employment, leadership contract types, leadership and organizational change.

Psychological factors included demands such as job strain, and job insecurity and resources such as job control and social support. Results showed that there were differences between men and women. For instance, a larger percentage of women have part time employment and work shifts and reported higher job demands, and poorer job resources, while men reported longer hours of work. The study concluded that too much job demand and lack of resources are generally associated with lower job satisfaction, increased turnover intentions as well as poorer mental physical health. The above study addressed psychosocial factors on shift work employment, leadership contract types on men and women different from the present study on female principals. It failed to measure the extent to which psychosocial and work condition effects experienced by workers would bar them from active participation on the job and therefore failed to measure their level of job satisfaction on adequacy of physical facilities.

Harshpinder and Aujila (2006) study on psychological and physiological stressors among working and non-working women in the city of Punjab, examined the problems of working and non -working women. Results indicated that common factors of stress in both categories were; unfinished tasks, the compassion of doing disliked activities, the death of a close relative and improper sleep. In working women, stressors were pleasing others and the burden of work, whereas in non-working women, stressors were wrong working posture and non- involvement in decision making by family. The study indicated that working women were more stressed as compared to non-working women. The above study generalized working women and the stresses they experience without specifying the kind of tasks they do since the degree of stress may vary from one individual to another and the kind of tasks to be accomplished in different organizations. There was need to find out factors that cause stress that the researcher overlooked and to establish factors that could affect their job satisfaction.



Adeola (2018) study in Nigeria examined 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 Illorin 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. The study recommended that female teachers should adapt rational management strategies to handle psychosocial effects that they encounter in management of physical resources and physical environment of work in their schools. However the study did not clarify aspects of work conditions that the female teachers encountered in line with psychosocial effects in order to address them adequately.

The issues of women and education has been a burden of concern not only in Kenya, but within the African region and globally. Statistics show that women are not represented adequately in management positions in education despite the fact that they form a larger percentage in teaching profession (Blackmore, 2005). In different disciplines, research has indicated that women are exposed differently from men in terms of their career development, differences in income and property ownership particularly in Sub-Saharan region of Africa, have been a considerable developmental challenge (Krotz, 2006). There exists a dominant difference in women's status across all classes, regions and rural-urban classes in these geographical regions. This is primarily because of the uneven socio-economic development and the impact of tribal, primitive and ancestral establishments on women's lives. This negative societal attitude has made women to be afraid of pursuing higher educational and administrative positions (Krotz, 2006). With the new constitution promulgated in 2010, the government of Kenya introduced affirmative action policies intended to boost women's

participation and educational leadership (Republic of Kenya, 2010). Other departmental policies were created to keep pace with the constitution.

The Basic Education Act of (2013) indicates clearly the bodies that are to be formed and the expected gender representation to be achieved. Such policies help in streamlining gender conformity in the education sector, and this has almost been achieved. However, it has not been interpreted in educational administration. Very few women have attained leadership positions, while many who were inspired to apply for such positions were discouraged by the diverse challenges facing them (The Kenya National Commission on Human Rights, 2011).

In Kenya, managing schools is the responsibility of principals, and that the accomplishment of any educational institution depends on the effectiveness and efficiency of the principal who carries out the administrative tasks (Republic of Kenya, 2001). Never the less, in performing these activities, the principals are faced with enormous encounters including; discipline issues among personnel, students, finances, community hostility and management of few physical resources available. They are also expected to plan, organize, co-ordinate and control all these activities so as to achieve the school objectives and goals. This amplifies the challenges notably when the principals are not trained in educational administration (Kamau, 2004).

Various studies across the globe have revealed low levels of teacher job satisfaction. In a study conducted by United Nations Educational Scientific and Cultural Organization across the globe found out that 8.6% of teachers were satisfied with their job while 58.1% wanted to quit teaching (World Bank, 2015). In South Africa, the National Professional Organization of South Africa's Teachers (NAPTOS, 2013) noted that 65.5% of poor leadership style contributed immensely to teacher dissatisfaction.

In Kenya, the problem of teacher job satisfaction dates back to pre-colonial period and that the professional life expectancy of the members of the teaching profession was relatively low (Obonyo, Adino and Nyerere, 2017). They noted that 50% of Kenyan teachers want other jobs, while 45% would like to quit teaching. This implies that of the 300,000 Kenyan teachers, 135,000 would wish to quit the teaching profession. Factors found to contribute to low job satisfaction among teachers in Kenya according to the survey were poor working conditions, poor leadership styles, lack of promotion, heavy workload, poor school policies, poor human relations and lack of recognition by the public.

In Rachuonyo North and Homa Bay Sub counties, more female principals left headship due to stress, that is 11(24.4%) and 15(28.3%), while 9(17%) left headship due to other factors such as joining spouses. Sources from Education County Offices in Busia and Kakamega had 14(28.6%) and 12(24.5%) of transfers and quitting, Vihiga County had 4(15%) cases of resignation, while Kisumu had 16(20%) of transfers, resignation and quitting, expressing lack of interest on the job, too much work overload and low performance on the job among other factors showing a minimal number compared to Siaya County.

In Siaya County, indicators of dissatisfaction such as low self- esteem, lateness and chronic absenteeism, social and political pressures from the community have manifested among female principals. For example, data from the County Director of Education Offices (2020) indicated that in the period between 2015 to 2020, 78(42.9%) of female principals presented transfer requests, 52(28.6%) resigned from teaching profession and 36(19.8%) were redeployed as shown in Table 1.1 that follows.

**Table 1.1: Number of Female Principals Transferred, Resigned and Redeployed.**

<b>Year</b>	<b>Transfers</b>	<b>Resignation</b>	<b>Redeployment</b>
2015	10	8	5
2016	12	7	8
2017	11	9	6
2018	14	6	3
2019	18	10	5
2020	13	12	9
<b>TOTAL</b>	<b>78 (42.9%)</b>	<b>52 (28.6%)</b>	<b>36 (19.8%)</b>

**Source: Siaya County Education Office (2020)**

From the above table, transfer requests took the lead due to reasons related to family ties, marriage, poor work relations and school accessibility (County Education Office, 2020). Those female principals who resigned from headship position joined other public sectors while for those redeployed, it was noted that they were unable to perform functions they held as principals by continuously posting declining results in examinations and poor financial management skills, lateness to work, frequent absenteeism and laxity on the job. All these could culminate as a result of dissatisfaction on the job which could eventually lead to shortage of professional female head teachers in education sector. This study aimed at investigating the level of Job satisfaction in different aspects of school management by determining the effects of psychosocial and work conditions on Job satisfaction of public secondary school female principals in Siaya County

### **1.2 Statement of the Problem**

Teacher motivation and job satisfaction are important phenomena for all organizations including schools in any country. However, several studies conducted recently on female principal leadership raises concerns in their line of duty presenting claims from teachers, the Board of Management (BOM) members, and other education stakeholders on frequent absenteeism, lateness to work, laxity on the job, and lack of commitment at work. Additionally, statistics from Siaya County Education Office (2020) indicated that in the

period between the year 2015 to 2020, 78(42.9%) of female principals presented transfer requests, 50(27.50%) resigned from headship positions and 36(19.8%) were redeployed an indication of dissatisfaction on the job. The education stakeholders on the other hand have continued to raise claims against female principals on failure to perform their duties as principals which affected the school achievement. This is contrary to other neighboring counties like Rachuonyo and Homa Bay, Kisumu, Kakamega, Busia and Vihiga counties which registered minimal cases of resignation, transfer requests and redeployment. It is against this background that this study sought to investigate reasons behind frequent transfer requests, resignation and deployment among female principals in Siaya County.

### **1.3 Purpose of the Study**

The purpose of the study was to examine the effects of psychosocial and work conditions on job satisfaction of public secondary school female principals in Siaya County.

### **1.4 Objectives of the Study**

The following objectives guided the study; to

- i. Determine psychosocial and work condition effects of physical facilities on job satisfaction of female principals in public secondary schools in Siaya County.
- ii. Examine psychosocial and work condition effects of physical environment on job satisfaction of female principals in public secondary schools in Siaya County.
- iii. Analyze psychosocial and work condition effects of stress on job satisfaction of female principals in public secondary schools in Siaya County.
- iv. Determine psychosocial and work condition effects of family roles on job satisfaction of female principals in public secondary schools in Siaya County..

## **1.5 Research Questions**

The study was guided by the following research questions.

- i. How does psychosocial and work conditions of physical facilities affect job satisfaction of female principals in public secondary schools in Siaya County?
- ii. How does psychosocial and work conditions of physical environment affect job satisfaction of female principals in public secondary schools in Siaya County?
- iii. How does psychosocial and work conditions of stress affect job satisfaction of female principals in public secondary schools in Siaya County?
- iv. How does psychosocial and work conditions of family roles affect job satisfaction of female principals in public secondary schools in Siaya County?

## **1.6 Significance of the Study**

The study provides:

- i. That the Ministry of Education would get useful information on best management practices and policies to enhance job satisfaction of female principals in secondary schools.
- ii. The study could stimulate further research on appropriate practices that could be used to enhance job satisfaction and effectiveness among employees, thus improved productivity, development and commitment to work.
- iii. The results of the study will fill the existing information gap and thereby contribute to knowledge in the area of women in leadership and school management.

## **1.7 Assumptions of the Study**

The study was carried on the basis of the following basic assumptions:

- i. Female administrators face obstacles that effect their job satisfaction which subsequently impact on the learners' achievement.

- ii. There exist community based perception and attitudinal factors influencing the performance of female principals in school management.
- iii. All respondents provided honest, accurate and adequate information which would be sufficient to make generalizations in other regions of Kenya.

### **1.8 Delimitation of the Study**

The study sought to make the research manageable by limiting the area to secondary schools headed by female principals in Siaya County. This is based on the fact that leadership patterns in rural and pre-urban set-ups are similar and replicated across the country. The researcher is conversant with the geographical location of Siaya County having worked in the region for some years; this was an advantage as there was knowledge on how to move from one place to the other during data collection. The researcher addressed issues by examining the importance of the study to all female principals in Siaya region, hence made it easier for data collection.

### **1.9 Limitations of the Study**

The following formed the limitations of the study:

- i. Some female principals were not found in schools at all times and this forced the researcher to visit some schools several times looking for them, thus causing delay in filling in the questionnaires. This was however sorted and questionnaires were all filled and collected.
- ii. One of the female principals did not participate in the study by failure to attend interview schedule and filling in questionnaire due to illness. Triangulation technique was used to address this limitation and therefore adequate information was provided for the study.

### **1.10 Theoretical Framework**

Fredrick Herzberg (1959), a behavioral scientist proposed Two Factor theory or Motivation Hygiene theory. According to Herzberg, there are some factors that result in satisfaction, while there are other factors that prevent dissatisfaction. Hygiene factors are essential for existence of motivation at work place. They do not lead to positive satisfaction for a long time, but if they are absent in the workplace, then they lead to dissatisfaction. In other words, hygiene factors are extrinsic to work. They are also called dissatisfies /maintenance factors since they are required to avoid dissatisfaction. They describe the work environment. They include: Pay, company policies, fringe benefits, physical working conditions, status, interpersonal relations and job security.

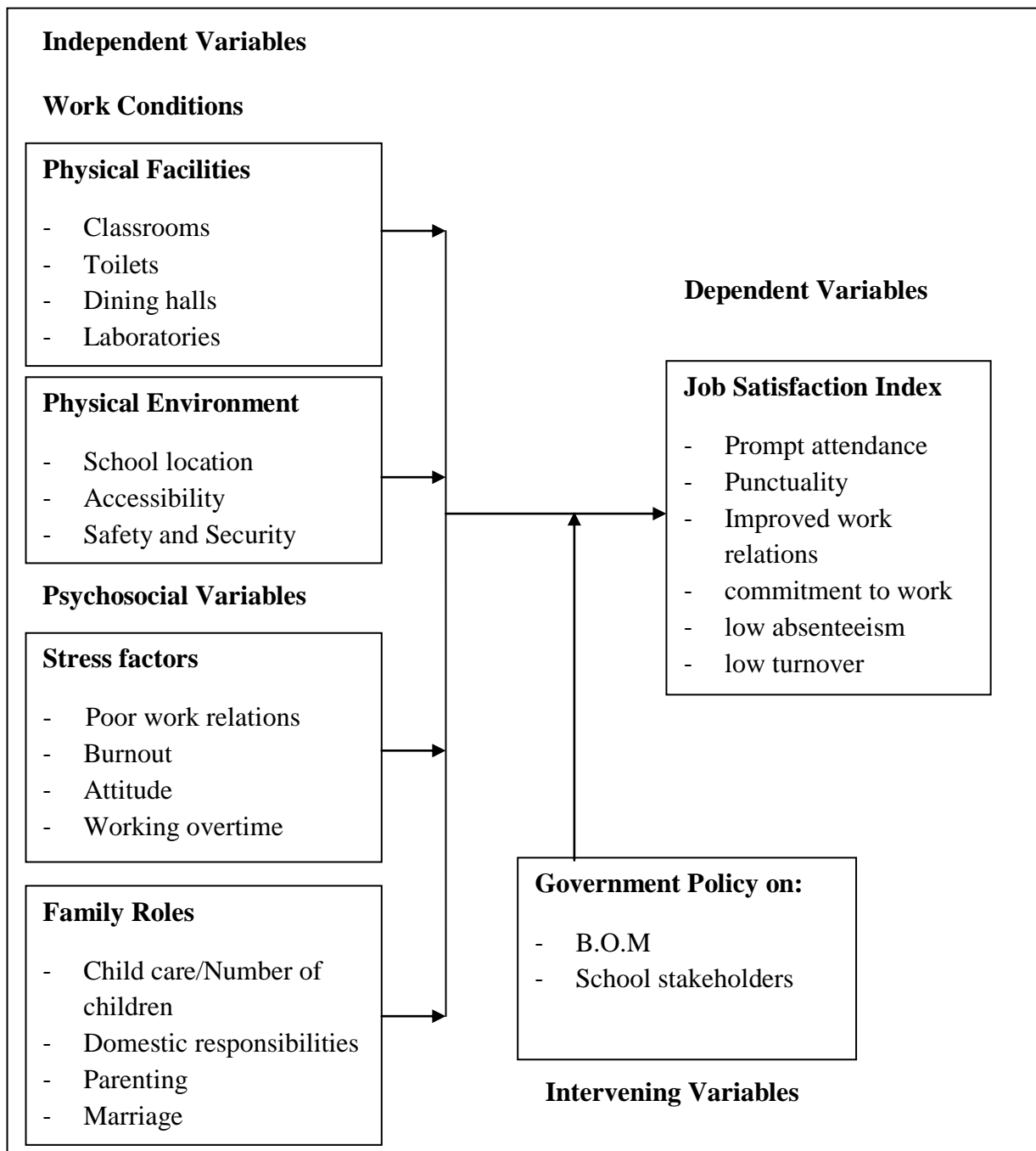
According to Herzberg (1959), hygiene factors cannot be regarded as motivators. Motivational factors yield positive satisfaction. These factors are inherent to work. They motivate employees to superior performance. They are also called satisfiers and they are involved in performing the job. Therefore, once psychosocial and work condition variables are addressed, then the following will be experienced; prompt attendance, punctuality, improved work relations, commitment to work, improved school attendance and low turnover among female principals. Employees find these factors intrinsically rewarding. The motivator factors symbolize psychosocial needs that are perceived as an additional benefit.

### **1.11 Conceptual Framework**

The conceptual framework guided the researcher in identifying the effects of psychosocial and work conditions on variables such as; physical facilities, physical environment, stress factors and family roles (independent variables) in order to determine the level of job satisfaction (dependent variables) of female principals. The government policy, Board of



Management and school stakeholders (intervening variables) act as a link between the independent and dependent variables as shown in figure 1.1 that follows.



**Figure 1.1: Conceptual Framework showing Effects of Psychosocial and Work Condition Variables on Job Satisfaction of Female Principals in Education Institutions.**

## 1.12 Operational Definition of Terms

The following operational terms were used in this study.

**Family roles:** Refers to responsibilities of female principals in their homes.

**Job satisfaction:** Refers to how people feel about their job and different aspects about their job. It is the overall positive effect of (feelings or attitudes) that individuals have towards their job.

**Physical Environment:** Refers to comfortable surrounding for students to learn including secure environment, ambient noise, lighting, indoor air quality/ or thermal comfort of school work place.

**Physical Facilities:** Refers to buildings, classrooms, laboratories, ICT facilities, dormitories, toilets, kitchen facilities, staffrooms and health facility, which promote an environment that is conducive to students learning.

**Psychosocial:** Refers to unique internal processes that occur within an individual. Some types of psychosocial problems include depression, anxiety, emotional disorders and withdrawal symptoms due to increased stress or external pressure at work. The term psychosocial is used administratively in this study to determine job satisfaction of female school principals.

**Principal:** The head of a secondary school, female principals for the case of this study, or head teacher.

**Stress:** It is a reaction caused in the body by poor relationship with staff, work overload and diverse roles of home and work.

**Work Conditions:** Refers to all existing circumstances affecting female administrators in schools including; working hours, physical aspects, education policies and responsibilities, organizational culture, work-load and training. In this study, work conditions associated with learning environment include all facilities at the workplace, location of the school and all that can be found within the school surrounding.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section reviewed literature relevant to the research area. The review relates to effects of psychosocial and work conditions on job satisfaction of female principals in public secondary schools in Siaya County. The literature review was presented in this chapter based on the study objectives along the following major themes to; determine psychosocial and work condition effects of physical facilities on job satisfaction; examine psychosocial and work condition effects of physical environment on job satisfaction; analyze psychosocial and work condition effects of stress on job satisfaction and; determine psychosocial and work condition effects of family roles on job satisfaction.

#### **2.2 Psychosocial and Work Condition effects of Physical Facilities on Job Satisfaction of Female Principals in Public Secondary Schools**

Okomolate and Adesua (2016) referred to physical facilities as the school plant; the school buildings, classrooms, libraries, laboratories, toilet facilities, offices and other materials and infrastructure that would likely motivate students towards learning. School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process.

Potocka and Waszkowska (2013) study in Poland on application of job demands, the research was based on a sample of 500 social workers. The “psychosocial” and “job satisfaction” questionnaires were used to test the hypothesis. Results showed that job satisfaction increased with job accessibility and personal resources. The Analysis of Variance (ANOVA) indicated that job resources and job demands were statistically significant. Moreover, interactions between job demands and personal resources had a significant impact on job

satisfaction. When the level of job demands was perceived as medium, employees with high personal resources declared significantly higher job satisfaction than those with low personal resources.

The fact that education is widely recognized as the gateway to economic security and opportunity particularly for girls and women, the foremost factor limiting female participation in management of schools is poverty. Economic plays a key role when it comes to coping with direct costs such as tuition, textbooks, uniforms, transportation and other basic facilities required in schools where it is believed that females have less skills than the males in terms of budgeting and procurement (Mukholwe, 2015).

Ofuenugu (2004) study in Nigeria on teacher's motivation as an essential factor for classroom effectiveness and school improvement, selected 772 teachers through random sampling technique. Analysis of data revealed that the participating teachers almost unanimously agreed that teacher motivation is a vital factor for classroom effectiveness and school improvement. The study recommended that in this era of materialism and display of wealth in the face of widespread poverty, teachers need to be adequately motivated, be paid as at when due, and teaching facilities made available for effective viable school system. Gender gaps that are widespread in access to basic rights, access to and control of resources in economic opportunities and also in power and political voice are an impediment to development. The only solutions to this is gender equality, which strengthens a country's ability to grow, to reduce poverty and provide its people (men, women and children) a better life of which can only be achieved through shared responsibility in management of resources in schools (Kendall, 2006).

According to the South African Act, 1996 of the governing body, which is responsible for managing the schools finances and physical assets, found that most schools seriously lack

essential knowledge and skills to manage both finances, as well as the physical resources effectively resulting to poor learner performance and low educational outcomes. A structural questionnaire was administered to investigate the management teams and teachers perception on experience of the management of physical resources in schools. Findings revealed that many governing bodies lack the necessary financial skills to develop practical budgets and procure physical facilities economically for their schools. They are unable to set-up systematic structures and stringent processes, this has caused wasteful expenditure for schools and failure of teachers to maintain and productively use physical resources. It is unclear whether redeployment of some female principals in Siaya County is as a result of lack of accountability and lack of financial management skills on physical facilities that lead to their redeployment.

Kenya has in the past implemented numerous gender parity friendly policies. The Kenya Constitution, 2010 has reserved at least 33% of policies, legislative reforms, plans and programs for women, however gender disparities still exist in legal, social, economic and political levels and access to and control of resources and opportunities (Onyango, 2004). Key challenges inhibiting the achievement of gender parity in the country include; retrogressive cultural and traditional practices and beliefs, inadequate resources for gender parity work; and limited access of women to productive resources. The traditional view that leaders are special; over domineering and carry decisions with them have mystified leadership to be seen as masculine affair. Thus, women are viewed as not able to lead and therefore they encounter obstacles in management of schools (Eagly & Mitchel, 2004).

Sriranga (2014) study in Ethiopia sort to explore the impact of human resource management on the achievement of quality education in preparatory schools in Harari regional state. Participants of the study were 123 students of grade 11 and 12. By employing stratified

random sampling technique, 42 teachers, five school administrators, six unit leaders and ten student council members of the preparatory schools were included in the study. Questionnaires and interviews were used for data collection. Both qualitative and quantitative data analysis methods were employed in order to infer results. The findings revealed that current practices of human resource management on the achievement of quality education was very poor, inadequate mobilization of human resources, lack of periodic supportive and constructive staff supervision, and differences in achievement of students between public and private preparatory schools.

In addition, lack of commitment, inefficiency of teachers, low library resources, absence of library, lack of continuous assessment and supervision, ineffective teaching and learning process are some of the factors contributing to students' low performance. The present study sought to investigate psychosocial effects that female principals may encounter in their management positions in line with adequacy of physical facilities and obstacles they encounter in their physical environment of work that could affect their satisfaction unlike the above study on the impact of human resource management in achievement of quality education.

Omego and Simatwa (2015) study in Kisumu East sub-county, investigated educational resources based challenges faced by principals in enhancing student academic achievement. The study established that principals were viewed to be facing physical facilities based challenges rated by respondents 388 (53.6%) at 4, denoting that there were often challenges and confirmed that from inter quartile range 2.10 with the median above half the range. Teaching learning resources based challenges rated at 4 by 278 (52.1%) respondents denoting that there was often challenges as confirmed from an inter quartile range of 0.40 with the medium above half the range. The study concluded that principals, deputy principals

and senior teachers were of the view that principals face many challenges in their endeavors to enhance academic achievement. Although Omega and Simatwa (2015) generally investigated challenges faced by principals in educational resources to enhance student academic achievement, they however did not specify which particular resources the principals encountered challenges in, and therefore it was difficult to ascertain the resources they were satisfied with in terms of adequacy to enhance academic achievement of students, the effects of psychosocial and work conditions on physical facilities they encountered that impacted on their job satisfaction, a knowledge gap this study sought to fill.

Study findings by Nzioka (2012) on factors influencing performing women head teachers in primary schools in West lands sub-county in Nairobi, revealed that school Parents-Teachers Association and Board of Capital Investments more often do not give support to female head teachers in their respective schools. This is despite the fact that female head teachers are secretaries and implementing authority within the school administration policy dispensation. The situation is more complicated when it comes to reaching decisions on major capital investments like erecting new school buildings, supply purchases and building new blocks in the school, hence there was need to investigate the situation in Siaya County since the school stakeholders have been raising complaints on poor management of schools lacking physical development and poor financial management skills among some female principals.

Additionally, Nzioka (2012) found that perceptions by both the teaching and non-teaching staff about the ability of a female to govern and create real change within the school structure has always resulted into conflicts of interest in areas of administration. There is a popular belief that women lack the capacity to steer school development projects into fruition and the instructions coming from female head teachers are not kindly taken by the non-teaching staff as well. This necessitated this study in Siaya County to ascertain the level of job satisfaction

of female principals in dealing with the school stakeholders in line with the development of school physical facilities and the psychosocial effects they encounter.

Okiiya (2013) study in Siaya sub-county related to public secondary schools with the practice of generally established change management best practices and how they influence performance. The study population consisted of 38 public secondary schools which necessitated the adoption of descriptive cross-sectional survey research design coupled with questionnaires. The study found out that change management practices adopted by institutions significantly influenced performance. The study recommended the need to break from the status quo and bureaucratic inefficiency associated with public institutions and be ready to implement comprehensive change practices to maximize on resource utilization in public institutions. This study concurred with the above study on the best management practices of resources in institutions. However, they generalized the findings on public secondary schools without considering their psychosocial effects on gender factor and the level of satisfaction.

On human resources issues in Siaya County it takes longer for their requests for additional staff deployment requests to be effected unlike the male colleagues who are prioritized in the transfer cases. This has resulted into understaffing with lower manpower of female headed schools posing another set of problems across the schooling system. Despite the transfer issue, delay of government funding has always made it difficult for school administrators to work on schedule, the outcome has been protest of the female teacher's inability to push for timely funding even when the problem affects head teachers across gender on equal platform (Obonyo, 2012).

Ogolla (2012) study in Usigu division, Siaya Sub-County, examined challenges faced by secondary school head teachers in management of Free Secondary Education (FSE). The



researcher used questionnaires and interviews as the main data collection instruments. Data were analyzed using descriptive statistics. The study revealed that most head teachers experience such challenges as inadequate teaching staff, inadequate instructional materials, lack of finances, lack of discipline among pupils and lack of physical facilities that interfere with the provision of quality education.

The study recommended sensitization of parents, financial management, training of head teachers, and intensification of supervision on the use of instructional materials and training of guidance and counseling of teachers. Although Ogolla (2012) study examined challenges head teachers face in management of FSE, the study failed to relate the challenges to psychosocial effects and to identify factors of satisfaction in order to improve on them. Specifically, Ogolla (2012) generalized his study on head teachers but overlooked aspects of dissatisfaction on the job that would impact negatively on female principals in schools, this revealed a knowledge gap in the study.

It is generally agreed that the facilities have a direct bearing on good performance among students in developing countries Ayoo (2000), lack of adequate facilities and shortage of permanent classrooms particularly in poor districts, poor state of existing school infrastructure due to lack of investments, poor construction standards and inadequate maintenance, limited number of schools serving poor population in an isolated rural area and huge discrepancies in need have been major talking points. A number of mixed-day secondary schools in Siaya County are not yet fully established and are under construction, however, the boarding schools are established since they were built around 1960s, and only require renovation.

Community remains a major factor that influence the perceptions, attitudes, carrier choices and stereotypes about the capabilities of men and women with regard to management. In

most patriarchal set-ups, males are preferred as efficient public administrators compared to females. This notion is extended to school administration where the schools headed by males are deemed to be more disciplined, focused, better managed and largely successful than those operating under the leadership of females. In certain extents, the stereotypes about the inability of women to steer a school to success has led to resentment from the community members and demand for transfer of the female teachers deployed in given schools (Obonyo, 2012). Therefore, this study found it important to look into reasons behind female principal's transfers and their intentions to quit in order to establish whether psychosocial and work condition effects such as anxiety, stress, anger, frustration, lack of support, ineffective communication, and lack of management skills was the result of frequent transfers, resignation and redeployment.

The community generally believes that women cannot make binding decisions on matters involving capital expenditure, they see it more like a man's domain and even at times they ask you just to vote without airing your opinion. Female principals face discrimination from such strong patriarchal roots. The fact that the community forms one of the schools' stakeholders, they have a say in resource management in schools, therefore they can determine who to manage a school which can affect female principals when there is a disagreement during decision making processes (Obonyo, 2012).

Although all the reviewed studies emphasized on the need for adequate physical facilities in schools, utilization, intensification of supervision on the use of institutional materials, the researchers generalized it on workers, students, teachers and head teachers, but failed to incorporate gender and specifically female principals, the effects of psychosocial and work conditions they experience and the level of job satisfaction in their administrative roles in schools to fill the knowledge gap in this study.

### **2.3 Psychosocial and Work Condition effects of Physical Environment on Job Satisfaction of Female Principals in Public Secondary Schools**

The Ministry of Education has been in the forefront in ensuring gender equality in administrative positions in the country. Men and women administrators are given equal opportunities to work and be effective in the delivery of services in the country. However, in Kenya, there are still prejudices in some parts of the country towards female administrators, which have prohibited effective delivery of services and poor environmental conditions of work. Although there are many women in the teaching profession, the number that holds administrative positions has been low. The reasons that have led to this situation have not been fully understood (Walucho, 2013).

Women are found in all sectors of the economy and at all levels of the education sector. Female principals have been given opportunities to manage the education sector in different capacities. Although there are a number of challenges facing female administrators in different regions as compared to their male counterparts, there has been little focus on psychosocial issues facing female administrators and the reasons why some administrators perform dismally, while others opt to step down due to unfavorable working conditions (Bujra, Hamadi & Rajab, 2009).

Herzberg (1959) conducted a series of research surveys where 200 accountants and engineers were asked to describe specific situations where they felt exceptionally bad about their jobs, and later asked the same group of accountants and engineers to describe situations where they felt exceptionally good about their jobs. Herzberg (1959) developed a theory of employee motivation based on satisfaction, which implied that satisfied employees would be more motivated from within to work harder than employees who would be dissatisfied and hence would not be self-motivated.

Bacotic and Babic (2013) study in Europe on relationship between job satisfaction and organizational performance 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. For female principals, lateness to work, frequent absenteeism, lack of interest on the job and frequent transfers may be indicators of poor work conditions that the present study intended to address.

Sell and Cleal (2011) study on job satisfaction, work environment and rewards 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 with 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. This study intention was to find out whether psychosocial and work condition effects would create a hazardous work environment to female principals by examining effects such as; lack of management skills, poor work relations, lack of cooperation and lack of teamwork that would affect their level of job satisfaction.

Herzberg found out that dissatisfaction generally tended to be associated with complaints about the context or factors in the immediate work environment, while feelings of satisfaction originated from the nature of the task itself, for example, the opportunity to

experience achievement, receive recognition, work on an interesting job and take responsibilities and experience advancement and growth which are called motivators.

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 used survey research design. The target population was 204 teachers in 23 primary schools. The sample consisted of 132 teachers and 19 head teachers who were selected by stratified random sampling method. Data was gathered through, responses from two instruments: questionnaires and interviews. 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. Mwau (2012) examined work related factors affecting teachers' job satisfaction, but failed to determine the effects of psychosocial factors and the need to increase job satisfaction especially on work related factors among female principals for improved academic achievement.

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 ex-post facto research 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 the Teachers Service Commission 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. The above study investigated how being a male or female affected their job satisfaction level. However the study failed to factor in aspects of the job that gender were satisfied with in relation to psychosocial issues that cause stress in their work and family roles, and work conditions in order to determine their level of satisfaction on the job.

Women administrators in most cases find themselves not fully accepted by the community they work with, making them feel that their contributions to the society is not important. At this modern age, there are people who still believe that women are incapable of competing effectively with men for higher job status hence, such type of thinking devalues women liberation efforts. Women therefore have had difficult time convincing men in some communities that they are capable of leading. In most cases they have to work extra hard in their occupation to prove their capability in the community (Joannes, 2010).

In a study done by Obonyo (2012) on factors influencing participation of women in secondary school education management in Siaya sub-county employed survey research design in his study on a population of 87 principals, 158 female teachers and 15 Education Board members. Questionnaires, interviews and document analysis were used to collect data.

She examined socio-cultural, economic and administrative factors challenging women in school management and women representation in position of school management. Findings revealed that women are 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 employed descriptive correlational design on a population of 55 female principals in Siaya County. It sought to examine reasons towards poor management of schools and to establish whether dual roles of home and work, negative attitudes towards female principals could affect female principal's job satisfaction rendering lack of interest on the job with the intention to quit. Obonyo (2012) however, did not address psychosocial effects that could be experienced by female principals in school management like stress, anxiety, anger, ineffective communication, frustration and additional family demands unlike the above study that focused on under representation in positions of school management.

Cultural issues become more conspicuous especially when a female principal works in different cultural set-ups. Female leadership positions in rural areas is hard hit by prejudices because most men in such areas are the staunch custodians of culture. Female administrators are scrutinized for their social behavior more than men in some communities, making the work of the leader difficult. (Bujra et. al, 2009). Female principals in Siaya County are not an exception of such prejudices being in the rural set up.

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; they

determined challenges faced by support staffs in their duties and found out how they cope with the challenges. A conceptual framework guided the study. The study population consisted of 180 support staff, 34 head teachers and 34 Board of Management chairpersons in 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 findings revealed 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 involved female head teachers in the study unlike the above study that involved support staffs, however it concurred on the use of descriptive statistics of qualitative and quantitative data on a saturated sample using Herzberg Two Factor theory to investigate the level of job satisfaction in line with work conditions. It sought to investigate whether psychosocial and work condition effects involving heavy workload, poor accessibility, safety and security at the work place, and lack of basic amenities could affect the level job satisfaction of female principals that Opondo and Ajowi (2015) overlooked.

Although a number of the reviewed studies were on influence of gender, factors influencing leadership roles, the under representation of women in leadership positions, and determinants of job satisfaction in leadership, none of the studies addressed the reasons behind frequent transfers, resignation, and redeployment of female principals that the present study sought to address.



## **2.4 Psychosocial and Work Condition effects of Stress on Job Satisfaction of Female Principals in Public Secondary Schools**

Stress is the body's response to physical, mental or emotional changes, situations and forces. Stress can result from external factors (e.g. events in the environment) or from internal factors (expectations, attitudes and feelings) (Kitele, 2015). Substantial amount of research indicate that female principals experience high levels of stress due to variety of tasks they perform in their diverse roles. High levels of stress can lead to burnout, which in turn can result to emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment (Perry, 2016).

Stress at workplace is a worldwide issue. A report on secondary education by World Bank (2015) revealed that the education systems world-over have been ineffective and have failed to address the matter of principals' stress and burnout in secondary schools. This failure however has stifled natural efforts towards building a stronger human resource base which is invaluable for development in all spheres in schools. Several studies have been carried out globally concerning stress in the workplace, however, the major emphasis has been on industries and business sectors, but in Kenya, researches have been done on issues of stress in educational sector, especially on factors, influence and reaction in public secondary schools on gender. However, there is scanty information on the effects of stress on psychosocial and work conditions in the workplace that would affect female principals' job satisfaction.

The Guardian Financial Services Survey (GFSS) indicated that 500,000 workers in the UK suffer from work related stress, 150, 000 have taken at least a month sick off due to work related stress and altogether 6.5 million sick days/offers have been taken during the year under

stress related incidences. It is estimated that every day, 270, 000 people take time off for stress of £10.2 billion annually (Willis, 2005).

In Kenya, studies rank teachers as the most stressed professionals which is a major cause of ill health among head teachers of secondary schools. The top 10 stressors perceived to be facing managers are: missing beings with their growing children, putting their work before home and family considerations, having to move away from home for their employment, missing leisure/hobby time, short or long commitment to work, breaking up with their partners, frequently travelling away from home and either not having or postponing parenting children (Willis, 2005).

Work overload and time pressures are part of the occupational challenges that school principals go through. For school principals to be able to work effectively, they have to perform several functions that demand them to be not only experienced, but competent in their duties. The expectations on them necessitate that they supervise the delivery lines and activities of their individual schools. As much as possible, they are to create a very conducive atmosphere that would allow for maximum attainment of school goals and objectives of education as a whole (Pinthers & Soden, 2002).

The environment within which principals operate cannot be free of problems that are typical of a popular African nation with a high demand for education. Some of these problems include over population of students; problems with school structures; ill-equipped and inadequate principals to cope with the workload; students with poor academic backgrounds; poor funding that affect management; students negative attitude towards learning; parental ambivalence towards educational well-being of their children; low motivation; low performance and overall lackadaisical attitudes of principals towards work; personal

problems including role conflict; societal problems and pressings; financial problems; domestic worries; and a lot more (Pithers & Soden, 2002).

Female principals in Siaya County are not immune to all these problems. Against all these odds, the school principals are expected to be competent professionals in their duties. Principals and students as well as parents and other school stake holders look up to them to meet up with their various needs. They are to manage their meager resources at their disposal to attain results. They are to promote useful and profitable interaction of minds within the school community through various media, thus bringing about the needed mutual confidence in pulling experiences for effective problem solving. Principals are similarly required to establish an atmosphere that can ensure effective management of the curriculum and its application to student's needs, aims, objectives and aspirations of the immediate environment and the nation (Willis, 2005).

Herzberg (1959) Motivation Hygiene theory contends that there are elements within the job and job environment which lead to satisfaction or lack of satisfaction. He asserts that intrinsic components (achievement, recognition, work itself, responsibility and opportunity) lead to worker satisfaction, while extrinsic components (salary and supervision) detract from satisfaction.

In Epirus, Anastasiou and Giorgos (2014) study assessed job satisfaction and stress levels of secondary education teachers. A survey (n=413) indicated that teachers were more satisfied with the job itself (the nature of the work itself, the ability to work with and help their students) and less satisfied with working conditions, and that young teachers and females exhibit high levels of stress. Environmental factors that were found to have positive effect on teachers work performance included: provision of ethical rewards, good working conditions, motivation by the school principals and participation in school administration and decision

making. Although there were similarities in variables of study and work conditions, the above study did not address various psychosocial stressor factors such as anxiety, other social and emotional distresses and discrimination on the job as a result of the changing roles at the work-place and additional home responsibilities that would impact on job satisfaction of female principals, although the above study generalized stress levels on teachers.

Abel and Sewell (2010) investigated sources of stress and symptoms of burnout in 51 rural and 46 urban secondary school teachers from 11 school systems in Georgia and North Carolina. Urban school teachers experienced significantly more stress from poor work conditions and poor staff relations than did rural school teachers. Stress from student's misbehavior and time pressures was significantly greater than stress from poor working conditions and poor staff relations. Results were discussed in relation to designing effective programs to prevent negative effects of stress and burnout. The present study was conducted in the rural set-up of Siaya County to determine stress factors among female principals in dealing with poor staff relations, Board of Management and subordinate staffs. Psychosocial effects such as workload, burnout, poor attitude and long working hours were examined to ascertain whether they interfere with female principal's level of job satisfaction resulting to stress from poor work conditions in secondary schools.

For female principals in Makassar, Indonesia, being a principal means that they have to be ready to commit to dual responsibilities, school administration and family responsibilities as a mother and wife. The heavy workload of school administrators sometimes ignite conflicts with the family responsibilities such as child rearing and bearing, as such, female head teachers are more likely to suffer from stress compared to male participants (Brook & Grady, 2002). The stresses they reiterated were in form of tasks delegated to principals in running their schools, such as evaluation of staff, teachers and students and occupational stress.

Biographical factors were examined and significant differences were found between men and women, and relationship with parents and government. In the evaluation of staff, principals are expected to carry out the task of evaluating teachers and staff performance.

Derik & Emer (2016) in their study in Ireland national representative study of nine-year-old children, in order to explore the simultaneous impact of individual and school factors on stress and job satisfaction of principals in Irish primary schools, multivariate analysis was used on responses from 898 schools. Findings revealed that significant number of primary school principals in Ireland are not very satisfied and feel stressed about their job. Regression analysis revealed that job satisfaction and occupational stress are related to a complex set of personal characteristics, working conditions, the school context and teacher climate. This study involved 55 female principals of secondary schools and used descriptive correlation design to analyze data, it sought to examine the effects of psychosocial and work conditions that would affect female principals in dealing with the school context and the community in order to identify stressor factors in secondary school management.

In the North and Eastern regions of England, Chaplain (2006) study on stress and job satisfaction used a self-report questionnaire, a picture of the sources of stress and job satisfaction amongst a sample of 267 teachers, drawn from primary schools. Teachers scored the frequency and intensity of 18 items on a stress scale. A principal component analysis was carried out and three factors were identified: professional concerns, pupil behavior and attitude and professional tasks. The strongest correlations were found between professional concerns and occupational stress. Biographical factors were examined and significant differences were found between men, women, and teachers of different ages and length of teaching experience.

Men reported more stress than women on professional tasks and pupil behavior and attitude. Women scored higher than men on professional concerns. Just over one-third of teachers were more satisfied with their professional performance and least satisfied with teaching resources. Stress and job satisfaction were found to be negatively correlated. High reports of occupational stress were related to low levels of job satisfaction. This study filled the missing links in the above study by investigating work condition effects such as lack of cooperation, poor attitude, poor work relations, poor communication, and lack of commitment on the job that would result to frequent transfers, resignation and redeployment, which could negatively affect school achievement and retention rates of female administrators in secondary schools.

Sagara's (2012) study investigated the impact of occupational stress on head teachers' tasks in secondary schools of Kisumu County, Kenya. The objectives of the study were: to identify sources of stress among head teachers, analyze effects of stress to task performance of head teachers and establish strategies employed by head teachers to mitigate effects of stress. Questionnaires and interviews were used for data collection. Findings revealed that the position of headship, stakeholders and families are the sources of stress to the head teachers, that the level of stress differs with head teachers' biological, psychological and social systems: head teachers stress affects other teachers and the school performance; and that stress mitigation strategies employed by head teachers and Ministry of Education were not effective.

Sagara (2012) did not specify areas in management position that head teachers experienced stress and those areas they felt satisfied with and therefore, it was difficult to establish the level of job satisfaction of head teachers in management positions especially in dealing with teachers, the BOM, support staffs and the community. However, both studies concurred in

finding out whether families are sources of stress among head teachers that the present study sought to address.

Herzberg (1968) theory has clear message for managers in trying to motivate employees, the first step should be to eliminate dissatisfaction by ensuring that pay, working conditions, company policies are reasonable, but pay and those other improvements would not lead to motivation, so the next step would be for managers to enhance motivation by improving factors that cause satisfaction. Hence, managers should ensure that there are opportunities for achievement, advancement, authority, status and recognition for job satisfaction.

According to Chapman, (2007), the typical causes of stress at work include bullying or harassment, feelings of powerlessness and lack of involvement in determining one's own responsibilities, continuous performance demands, lack of effective communication and conflict resolution, lack of job security, long working hours, excessive time away from home and family, office politics and conflicts among staff, a feeling that one's reward is not commensurate with ones responsibilities, working hours, responsibilities and pressure disrupting life-balance (diet, exercise, sleep and rest, family time). Although the reviewed study was in line with the present study on the causes of stress at the work place, it however differed with the present study and examined psychosocial effects of stress which included; disappointment, aggressive behavior, avoidance at work, anxiety and absenteeism that would consequently result to poor work performance and impact on female principals' job satisfaction.

Juma and Simatwa (2016), investigated stress management coping strategies used by female principals in Rachuanyo North and Homa Bay sub-counties. They established that school principals in Kenya do experience stress mainly due to administrative related stressors than the teaching stressors. They established that such stressors include: limited opportunities for

professional development, tight time deadlines for tasks, delayed disbursements of school funds, inter personal relations, social support, expert assistance and work overload. Some studies have revealed that both male and female teachers experience some stress levels, while other studies have contradicted these findings by asserting that females experience more stress than males at the work place. The study collected data using stressor copying strategy questionnaire.

Descriptive and inferential statistics were used to estimate and describe the findings of study. The study established that female principals experienced stress and used different strategies to cope. The relationship between copying strategies and levels of stress among female principals was strong and significant. The copying strategies accounted for 43.8 percent of variation in stress levels. The strategies were found to be significant predictors of stress among female principals and that for one unit increase in the use of copying strategies, stress level would improve by 0.523 units. The study recommended that stress management copying strategies should be adopted appropriately and used to sustain optimum stress levels among female principals. Although there were similarities in the variables of study, Juma and Simatwa (2016) did not incorporate the psychosocial effects of stress like burnout, depression, mental fatigue, social and emotional stress, and anxiety, in order to establish their effect on job satisfaction of female principals, and therefore determine if there is any significant relationship between stress factors and job satisfaction.

## **2.5 Psychosocial and Work Condition effects of Family Roles on Job Satisfaction of Female Principals in Public Secondary Schools**

School principal roles are important ingredients in determining the success of the school activities in the process of teaching and learning effectively to satisfy both primary and secondary clients to promote quality outputs. Without exception the most important single



factor in the success of those schools is the quality of leadership at the head. It is not surprising therefore, that more attention need to be paid to the well-being of head teachers, particularly female head teachers to ensure that they run the schools effectively (Coleman, 2002).

The problems of working women are diverse and multiple. They are often not considered as equally methodical and effective as compared to men and they are directly or indirectly discriminated upon at the workplace. This sort of attitude gives rise to inferiority complex and generates a feeling of worthlessness and results to stress, mental fatigue, and a high level of dissatisfaction in the job amid working women. Apart from these problems, there are instances of sexual harassment of the women employees by their male colleagues in the workplace which is detrimental to the honor and dignity of a woman (Imran & Ankit, 2017). Due to several circumstances, women have to compromise many family issues and the mindset of people. The male colleagues working with females often doubt the inherent potentialities of women to achieve something worth (Imran & Ankit, 2017).

According to a survey by Parker (2013) on women adjustment on career for family life observed that while few Americans want to see the return to traditional roles of women at home and men in the workplace, one reality persists; women most often are the ones who adjust their schedules and make compromises when the needs of children and other family members collide with work. In the survey, it was found that mothers were much more likely than fathers to report experiencing significant career interruptions in order to attend to their family needs. Part of this was due to the fact that gender roles are lagging behind labor force trends.

While women represent nearly half of United States Workforce, (United Nations Educational Scientific and Cultural Organization, 2005), they still devote more time than men on average

to house work and child care and fewer hours to paid work, although the gap has narrowed significantly over time. Among working parents of children younger than 18 years, mothers in 2013 spent an average of 14.2 hours per week on housework, compared with fathers 8.6 hours, mothers spent 10.7 hours per week actively engaged in childcare compared with fathers 7.2 hours. This implies that as a psychosocial component, time plays a significant effect in determining family roles and work assignments of female principals which require planning, lack of which may lead to absenteeism and low job morale in an attempt to accomplish incomplete tasks in school.

Eckman (2002) study of high school principals in terms of challenges they face, role conflicts they experience, role commitment and job satisfaction, addressed the issue of the continued under-representation of women in high school positions. Data was collected from women high school principals in Illinois, Minnesota, and Wisconsin. The findings indicated that role conflict impacts career decisions, respondents delayed entering the high school headship until demands of raising children had lessened. The study further reiterated that role conflict is inversely related to job satisfaction; the more role conflict, the lower the level of job satisfaction; the number of students in the schools affected job satisfaction and role conflict. The present study intention was to investigate whether the number of children, caring for the elderly, domestic responsibilities and parenting would be sources of stress in management roles of female principals in schools that would affect their job satisfaction unlike Eckman (2002) who sought to investigate the continued underrepresentation of women in high school positions.

In Sub-Saharan Africa, the need for family-friendly work policies have lagged behind, and recently, efforts have been made to sensitize organizations on the need for recognizing work-family balance (International Labor Organization, 2004). A number of studies in Kenya have

been conducted on work-family balance, while a few organizations, for instance, several banks have implemented family-friendly work policies (Wang & Walumbwa, 2007). However, many sectors, for instance, public schools have yet to implement family friendly work policies. Generally, the subject of work-family balance and its accompanying family-friendly policies are still at the nascent stage in Kenya (Strathmore University, 2011). Work-family balance is defined as “the extent to which individuals are equally engaged in and equally satisfied with work and family roles” (Clerk, 2000:513).

Despite lack of formal- friendly work policies, some scholars have argued that the presence of family –friendly work policies and/ or culture in the work place can alleviate work- family conflict. Examples of such informal friendly arrangements within institutions include supportive supervisors and peers (Kirby & krone, 2002). There is scanty information documented on informal arrangements among female principals in Kenyan schools; and what roles (if any) these arrangements play in mitigating family conflicts among female principals in secondary schools. Wisnu and Pampa (2015) study on the influence of work- role ambiguity, work role conflict and work time demand and its influence on job satisfaction and intention to leave, established that understanding about the antecedents and consequences of work family conflict would enable managers to better manage those aspects to benefit from better performance of any employee in the organization. Questionnaires were distributed to multiple target respondents of diverse background involving lecturers and university employees, government employees, employees of restaurants, employees of small and medium businesses, and employees of manufacturing business. The study found that work role conflict and work time demands have positive influence on work-family conflict. Secondly, work role ambiguity had no influence on work family conflict. Thirdly, job satisfaction had negative influence on intention to leave. This study however was in line with

the above study on the use of questionnaires as instruments for data collection, it further sought to establish whether there was any significant relationship between work time demand and family roles on job satisfaction.

Kitele (2013) study investigated challenges faced by female head teachers in management of secondary schools in Kangundo, Machakos County. The objective of the study was to find out the effectiveness of female head teachers with regard to time management in secondary schools; to establish the attitude of staff members and other stakeholders toward female heads; to find out the influence of psychological factors on females with professional development needs in management of secondary schools, and strategies devised by female head teachers to cope with the challenges they face in management of secondary schools.

Findings from the study revealed that female head teachers are effective with regard to time management in their schools since they are able to follow the laid down policies and achieve goals of their institutions. Half of the head teachers 50 percent said that there was no role conflict between domestic and professional roles, while 50 percent of head teachers felt that there was conflict on psychological factors influencing head teacher's performance. Majority of the teachers 87.7 percent said that biological traits did not bar them from performing school duties, this was because they had teaching experience, were assertive and aggressive and the schools lacked funds to organize training. Although the present study concurred with the above findings, it however failed to establish psychosocial effects of female principal's role conflicts and how the effects could be managed to increase job satisfaction that the above study failed to incorporate.

Onyango (2014) analytical study of secondary school education management in Siaya sub-county investigated factors that influence participation of women in secondary school management in education. He used questionnaires, interviews and document analysis to

collect data. He found that policies like transfers, school practices and procedures like meetings scheduled for weekends, discouraged participation of women in secondary school education management. He further observed that lack of time made women to have a negative attitude towards secondary school management. Onyango (2014) found out that culture undermined women making them to feel inferior to men, while politicians preferred men to women in secondary school management in Siaya County. Onyango (2014) study did not examine psychosocial effects of family roles like child care, domestic responsibilities and caring for the elderly, that would affect administrative roles of women resulting to laxity on the job, frequent absenteeism, lateness to work, frequent transfers and the intention to quit the job. Additionally none of the reviewed studies added knowledge on strategies to maintain a balance between professional work and family roles to improve on job satisfaction of female principals in school management.

Onyango (2014) used Error Management theory while the present study adopted Herzberg Two factors theory. She used descriptive survey design on a population involving District Education Officers, 131 head teacher and Area Education Officers using simple random sampling method. She analyzed data using qualitative and quantitative methods. The present study differed with Onyango (2014) study in terms of population sample as it involved only female principals on a saturated sample of 50 principals and analyzed data using descriptive correlational designs.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter was organized under the sub-headings which included the research design, location of study, population of study, sampling techniques and sample sizes. Discussions involved instruments for data collection, development and administration, data collection methods, techniques of data analysis. Validity and reliability of research instruments together with logical and ethical considerations were discussed.

#### **3.2 Research Design**

Descriptive and correlation research designs were 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.

Correlation in research is a statistical evaluation used to measure variables of a study. Methods of correlation and regression can be used in order to analyze the extent and nature of relationships between different variables. Correlational analysis was used in this study to

understand the nature of relationships between two individual variables of study to determine the strength of the relationship (Cresswell, 2008).

### **3.3 Area of Study**

The study was carried out in Kenya, one of the five countries that falls within the East African Region in the larger Continent of Africa. Specifically, the study was narrowed down to public secondary schools in Siaya County, one of the forty seven counties in Kenya. Siaya County is one of the counties in the former Nyanza Province 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 shares a water body (Lake Victoria) with Homa Bay County which is located south of Siaya County. The county comprises of six constituencies which in terms of educational administration translates into sub –counties, namely; Rarieda,, Gem, Alego-Usonga, Ugenya, Ugunja and Bondo. The total area of the County is approximately 2,496.1km<sup>2</sup>. The County lies between latitude 0<sup>0</sup> 26' to 0<sup>0</sup> 18' north and longitude 33<sup>0</sup> 58' east and 34<sup>0</sup> 33' west (Republic of Kenya, 2009).

There are pockets of poverty stricken areas which experience drought in Siaya County. The frequency of drought occurrence has lately increased with the resultant effects of famine and crop failure. Diseases and epidemics especially cholera, malaria, HIV/AIDS scourge affect the population of Siaya County. This area was chosen because some female principals had quitted headship because of stress and poor work conditions (County Director of Education Office, 2020). The study was carried out in Siaya County in selected schools as stated by Singleton and Straits (1999) that an ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the respondents.

According to the 2009 Kenya's Population Census, Republic of Kenya (2009), Siaya County covers an estimated area of 2,529km<sup>2</sup> and it has a population of 993,183 people with a

population density of 393km<sup>2</sup> which is higher than the national rate standing at 94.48km<sup>2</sup>. The HIV/AIDS prevalence rate in the county is 16.2% higher than the national one which stood at 4.9% in 2020. The county has an annual relief rainfall of between 1700mm and 1450mm, while temperature ranges between 15 to 30<sup>0</sup> C. Inhabitants of this county get their livelihood mainly from subsistence agriculture and livestock production. The main food crops are; maize, sorghum, millet, beans cassava, and sweet potatoes produced across all the six counties. Cash crops produced are mainly; rice, sugarcane, groundnuts and cotton production which has declined because of marketing problems. Vegetables produced in the county include; tomatoes, onions, avocados, bananas, kales, and fruits. Livestock production include; rearing of beef and dairy cattle, poultry, sheep, goats and pigs. Fishing activities in Lake Victoria, the most important source of fish in East Africa are major sources of income, food, employment and foreign exchange earning in Kenya (Siaya County Spatial Plan, 2018).

There are historical sites such as; Jaramogi Oginga Odinga mausoleum, Ramogi hills, Achieng Oneko mausoleum, Mageta Island Colonial Cells, Chief Odera Akango' heritage centre among others. The poverty rate of the county is 57.7% higher than the national one 36.1% in 2020. The acute malnutrition rate was 24.3% while severe acute malnutrition rate stood at 11.3%. Siaya County currently has a total of 236 public secondary schools compared to 146 in the year 2009. It has a total enrolment of 78,468 up from 7,308 in 2009, an upsurge which might have been witnessed due to introduction of FSE in 2008. However the county has not achieved the optimal level of gross enrolment rate which should have been 100% by the year 2015. For instance, its Gross Enrolment rate was 3.5% in the year 2015, a gender parity index of 0.87% in 2009 to 6.92% in 2015. The mean performance in KCSE in 2020 was at 5.3 up from 4.8 in 2019, while literacy rate is at 80 % with a poverty rate of 57.9% in rural and 37.9% in urban the same year ( Kenya Bureau of Statistics, 2020).



### **3.4 Target Population**

Target population in research contains members of a group that a researcher is interested in studying. (Mugenda & Mugenda, 2003). The results of the study are generalized to this population because they all have significant traits in common. Siaya County consists of 237 secondary schools. The total number of female principals is 55(23.2 %) from national, extra county and county public secondary schools (Siaya County Education Office, 2020). This study therefore found it appropriate to have a study population of all the 55 female principals of secondary schools in Siaya County.

### **3.5 Sample Size and Sampling Procedure**

A “Sample” is an actual group from which data is collected. It is a subset of the population and should be a typical representation of the larger group. Depending upon the size and type of the population and the type of study, different methods are available to help identify a fair sample. Gay (2003) recommends minimum size of 10%. Saturated sampling technique was used to sample 50 female principals from different categories of schools including national, extra-county, and sub-county schools, which involved one boarding/ day school, 4 boarding schools, 4 mixed boarding schools, 3 girls’ day schools and 38 mixed day secondary schools. The other five schools were used for pilot study. This was in line with Orodho and Kothari (2004) observation that small populations can form samples and be studied as distinct cases.

### **3.6 Research Instruments**

This is a generic term that researchers use for a measurement device. It is the use for a measurement device. It is a process of developing, testing and using a device. Researchers choose which type of instruments to use on research questions. 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, hence, suitable for this study.

The Job Satisfaction Survey Questionnaire (JSSQ) was adapted from Paul Spector's (1997) – 36 items which were moderated to fit the present study using five choices per item, ranging from very satisfied to very dissatisfied. The (JSSQ) was applicable to this study because it measured employee attitudes and beliefs about one's job. Overall, job satisfaction survey questionnaires can be used in all workplaces, on core workers, nature of work, supervision, hence applicable in all organizations. Questionnaires and interview schedules was used to collect data and was developed by the researcher as they related to the objective of the study. Frankel and Wallen (1993) observed that survey research has four basic ways of collecting data, namely; administering instruments live a group; by mail, telephone or face to face interviews. This study therefore used direct method whereby the instruments were administered live to respondents mainly because the method yields high response rate at a low cost.

### **3.6.1 Principals' Questionnaires**

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. They often have standardized answers that make it simple to compile data, and more useful in answering the research questions (Cresswell, 2012). Female principals are appointed by Teacher's Service Commission to run the day to-day administrative operations of schools. The questionnaire for female principals being the core of study was used to solicit responses from 50 female principals in Siaya County. In Part one; female principal job satisfaction questionnaire consisted of 36 items that required them to rate their level of satisfaction in response to the research questions. In Part 2 section one, sought respondents' background, section two and section three required respondents to choose any one answer that show their responses, coupled with open ended sections of the questionnaires which required respondents to provide their own unrestricted views and opinions freely.

### **3.6.2 Interview Schedules**

An interview is a set of questions. It is a guide line or plan for investigation (Rubin & Rubin, 2005). Interviews gave female principals the opportunity to narrate their own experiences. In-depth interviews helped to elicit the views, events and experiences on effects of psychosocial and work conditions on job satisfaction of female principals in Siaya County guided by the study objectives. The researcher used semi-structured individual interviews containing ten items to address the objectives of study to solicit responses from 50 female principals. The responses with the consent of participants were written down by the researcher. The interviewer and participant were the only two people expected in the room at the time of the interview which was expected to last for an hour, the interviewee was assured of confidentiality in the process.

### **3.7 Reliability of Instruments**

Reliability can be thought of as consistency. Does the instrument consistently measure what it is intended to measure? Reliability shows the extent to which an instrument is free of error which is caused by factors such as ambiguous questions, language or even the researcher's order of items in the instrument (Grinnel, 1993). Reliability was established through a test-re-test method using respondents who were not constituted in the main study which included categories of schools from national, extra-county and sub-county schools. The researcher conducted a pre-test in five schools that were selected randomly from each constituency to avoid biasness (1/10). A re-test was conducted again after two weeks to the same respondents and the results compared to ensure that questionnaires elicit relevant information from respondents (Orodho, 2005).

The (36 Job Satisfaction Survey Questionnaire) were computed using SPSS Version 22.0 and were then correlated with female principal questionnaires at *a- priori* value ranging from 0.5

to 0.72 to determine the internal reliability of the instruments. The scores were averaged for each question and then tested for reliability using Pearson Product Moment Correlation. From the table that follows, Pearson Product-Moment Correlation (r) value of 0.79 indicated that the answers to the questions were highly related, hence the instrument was reliable and statistically significant at  $p=0.002$  (Cresswell, 2012). For qualitative data, the researcher clarified the meanings of the expressions that were not clear to the respondents.

**Table 3.1: Test re -test Correlations**

			<b>Week one Answers</b>	<b>Week two Answers</b>
Pearson Correlation	Week one Answers	Correlation Coefficient	1.000	.792**
		Sig. (2-tailed)		.002
		N	5	5
	Week two Answers	Correlation Coefficient	.792**	1.000
		Sig. (2-tailed)	.002	.
		N	5	5

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

### 3.8 Validity of Instruments

Validity is the extent to which an instrument measures what it purports to measure and perform as it is designed. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument (Orodho, 2005; Grinnel, 1993). Content validity was employed to measure the degree of the data collected by the questionnaires and the interview guide for coherence and accuracy before documenting into the report (Mugenda & Mugenda, 2003). To increase the validity of the instruments; the researcher pursued the expertise of professional supervisors from Maseno University to verify the data collection tools. My supervisors in the Department of Educational Management and Foundation were very accessible in validating the research instruments before being used for data collection.

Internal validity was used to control inessential variables to avoid altering the results. External validity was used to control representative sample of the target population for

generalization of the results (Mugenda & Mugenda, 2003, McBurney & White, 2011). External and construct validity was used to generate correct and accurate results from reviewed literature, collected data for analysis and generalization of the findings to the study population in Siaya County. Statistical validity was useful in validating questionnaires and interview guide during data analysis for accuracy (McBurney & White, 2011).

### **3.9 Data Collection Procedures**

A formal data collection process is necessary as it ensures that data gathered are both defined and accurate and that subsequent decisions based on arguments embodied in the findings are valid. The process provides both a baseline from which to measure and in certain cases target on what to improve. Before undertaking the actual study, ethical approval was sought from Maseno University Ethics Review Committee in order to apply for a research permit from the National Commission of Science, Technology and Innovation. This enabled the researcher to secure an authorization letter from the County Director of Education, Siaya County to enable the researcher to get the necessary information from the sample schools and supply letters to female principals requesting them to allow schools for the purpose of study.

Schools were visited for familiarization, introduction, to make appointments and to administer questionnaires. During this process, the researcher established rapport with female principals on study, assured respondents of confidentiality in their responses and clarified items not understood well. On the appointment day, the researcher carried questionnaires to the sampled schools. Effort was made to seek permission, cooperation and willingness of the targeted respondents to provide the required data by filling in the relevant instruments. During the process, arrangements were done with the principals on a suitable day for interviews through exchange of mobile numbers for easy communication. The principals were given enough time to make their responses on questionnaires but within the time lines

convenient to them and the researcher. After the collection of data, questionnaires were sorted out to identify and isolate those not properly filled in. Data was then summarized into various categories as per research questions. Analysis and interpretation of data then followed.

### **3.10 Data Analysis**

Data analysis is a process of inspecting, transforming, and modeling data with the goal of discovering useful information, suggesting conditions and supporting decision making. Data analysis has many facets and approaches encompassing diverse techniques under a variety of names in different business, science, and social science domains (Creswell & Plano, 2011). The study used descriptive and correlation designs to analyze data.

After editing the data to identify spelling mistakes, wrong responses and those areas not responded to, the researcher tallied, then coded, entered data into the computer and then analyzed it using the statistical package (SPSS) version 20.0. Data collected were also analyzed with the aid of Microsoft Excel to generate summary tables, cross tabulations, frequency distributions, percentages and mean scores, which were computed and entered into a table. Data was presented in descriptive statistics and results presented in form of frequencies, percentages and means. Data analysis was guided by research questions the study sought to answer. Both qualitative, quantitative and interview schedules were used to analyze data as follows:

#### **3.10.1 Qualitative Data Analysis**

Qualitative data analysis (QDA) is the range of process and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and the situation being investigated. It is usually based on an interpretative philosophy (Gibbs, 2002). Data obtained from interview schedules

and open –ended sections of the questionnaires were analyzed qualitatively. The questions were written down by the researcher and was organized into themes and sub- themes in accordance with research objectives, after which conclusions were made by the use of coefficient correlation analysis and reported in verbatim form (Cresswell & Plano, 2011). The purpose of qualitative analysis in this study was to interpret the data and resulting themes to facilitate understanding of phenomenon of study.

### **3.10.2 Quantitative Data Analysis**

It is a systematic approach to investigation during which numerical data is collected and /or the researcher transforms what is collected or observed into numerical data. It often describes a situation or event, answering the ‘what’ and ‘how’ many questions you may have about something. This research involves measuring or counting attributes (i.e. quantities). A quantitative approach is often concerned with finding evidence to either support or contradict an idea or hypothesis you might have (Creswell, 2008). Quantitative data inform of closed-ended sections of the questionnaires assisted the researcher in organizing, summarizing and doing exploratory analysis by communicating meaning. Therefore, descriptive statistics such as means, frequencies and percentages were presented in summary using tables, graphical displays and summary statistics and created themes on an ongoing process (Creswel & Plano, 2011).

The researcher used linear regression model and inferential statistics to examine causal effect of the independent variables (psychosocial effects physical facilities, psychosocial effects of physical environment, psychosocial effects of stress and psychosocial effects of family roles) on the dependent variable (job satisfaction of female principals). Correlation is a statistical measure that indicates the extent to which two or more variables fluctuate together. Employing correlation relies on some underlying assumptions: the variables are assumed to

be independent; that they have been randomly selected from the population; the two variables are normally distributed.

Simple linear regression is a statistical method that allows researchers to summarize and study relationships between two continuous (quantitative) variables based on assumptions that: the relationship between dependent and independent variable is linear; the expected value of the error term is zero; the independent variable is uncorrelated with the error term; the variance of the error term is constant for all the values of the independent variable, homoscedasticity.

Inferential statistics is the use of predictions about a population based on the data collected from a small sample (Oxford Dictionary, 2021). The model was informed by the following equation.

$$Y = B_0 + B_1 * X$$

The variables in the model are:

- Y, is the predicted value of the dependent variable.
- X, is the value of the independent variable or predictor variable.
- $B_0$  is the constant in the regression equation.
- $B_1$  is the regression coefficient.

Female principal's job satisfaction questionnaire consisted of 36 items which required respondents to indicate their level of agreement by choosing Very Satisfied (VS=5), Somewhat Satisfied (SS=4), Neither Satisfied Nor Dissatisfied (NS/D=3), Somewhat Dissatisfied (SD=2), and Very Dissatisfied (VD=1) on a 5- point Likert scale that was to



determine the level of satisfaction in relation to the research objectives. The information collected through Likert scale was edited, coded, classified and then analyzed through the use of Statistical Package for Social Sciences (SPSS) version 20.0 at the set value of 0.05 level of significance (Mugenda & Mugenda, 2003).

For the quantitative analysis of regression and correlation, analysis of the questions on Likert scale entailed determining the minimum and the maximum length of the 5-point Likert type scale (Jamieson, 2004). The range was calculated by  $(5 - 1 = 4)$  then divided by five as it is the greatest value of the scale  $(4 \div 5 = 0.80)$ . Afterwards, number one which is the least value in the scale was added in order to identify the maximum of this cell. The length of the cells is determined below:

From 1 to 1.80 represents (Very Dissatisfied).

From 1.81 to 2.60 represents (Dissatisfied).

From 2.61 to 3.40 represents (Neither Satisfied or Dissatisfied).

From 3.41 to 4.20 represents (Satisfied).

From 4.21 to 5.00 represents (Very Satisfied).

Likert scale was averaged to create a numerical approximation of the ratings under study before carrying out correlations and regression analysis. The Likert scale items were then tabulated with frequencies, means, and percentages while the meanings that emerged informed the development of research conclusions and recommendations.

### **3.11 Ethical Consideration**

Ethical considerations basic principles refer to general judgments that serve as a basic justification for the many particular ethical prescriptions and evaluations of human actions.

In any research involving human beings as subjects, there are three basic principles which are considered and acceptable in order to safeguard their respect, beneficence and justice.

In the current study, the researcher observed the following ethical considerations;

Section A: Protection of human subjects as key respondents; The principle respect for persons has two separate moral requirements; the requirement to acknowledge autonomy and the requirement to protect those with diminished autonomy. In the study, among the respondents were secondary school female principals. The researcher treated them as autonomous persons, their opinions and choices were therefore not influenced in any way by refraining from obstructing their actions unless they were clearly detrimental. They were well informed of the purpose of the study and explanations of both benefits and demerits provided to ensure they were not denied the freedom to act on 108 of those considered judgments or to withhold any information necessary to make a considered judgment. The principle of beneficence was considered in that the researcher maximized the possible benefits and minimized the possible harm to the participants, this was done by ensuring that the information was treated confidentially and only used for the purpose of this study. The principle of justice was also considered in sampling. While sampling, the study involved female principal's participation to ensure fairness. Saturated sampling procedure was used to ensure equal opportunities for female principals.

Section B: Participants' consent and data processing; The researcher visited the sampled schools and clearly explained to them the purpose of the study. In order to assess their comprehension of the study subject matter, a set of five basic questions was prepared and administered to the respondents and discussed to find out if they were conversant with the discussion. if they got the answers correctly, it showed that they were conversant with the subject of research. When they failed to get fifty of the answers correctly, further explanation

was done to enable them become conversant with the subject matter. A consent form was then issued to them for signing to show approval to participate in the study. Being that the research was free and voluntary, they were informed that they were free to withdraw from the study any time without victimization. Data was coded and bore no names of the participants to protect their identity. The raw data from the field was kept under lock and key where only the researcher could access. The processed data was stored in a computer encrypted by a password to enhance security.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the findings and discussions of the study. The study was guided by the purpose which was to examine effects of psychosocial and work condition on job satisfaction of public secondary school female principals in Siaya County. The specific study objectives were to: determine psychosocial and work condition effects of physical facilities on job satisfaction; examine psychosocial and work condition effects of physical environment on job satisfaction; analyze psychosocial and work condition effects of stress on job satisfaction and; determine psychosocial and work condition effects of family roles on job satisfaction. The findings are presented in the order of response return rate, demographic characteristics and overview of job satisfaction rating as per the objectives of the study.

#### **4.2 Questionnaire Return Rate**

The study targeted a total of 55 female principals using saturated sampling method. However, 5 female principals participated in the pilot study and therefore were not included in the final study. The questionnaires were administered to the remaining 50 female principals of which one was not reachable leading to successful target sample of 49 respondents. This led to a response return rate of 98.0%. This implies that the study achieved a desirable number of respondents from the target population (Cressell, 2011).

#### **4.3 Demographic Characteristics of Female Principals**

The demographic characteristics of the respondents considered were; the category of schools they headed. This information is presented in Table 4.1 as shown using frequency counts, percentages and means.

**Table 4.1: Category of Schools. N=49**

<b>Trait</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Type of School	Day	33	67.3
	Boarding	16	32.7

The data on background information presented in Table 4.1 shows that 33 (67.3%) of the female principals headed day secondary schools, while 16 (32.7%) headed boarding schools.

#### **4.4 Job Satisfaction among Female Principals**

The study examined job satisfaction among female principals in Siaya County. The respondents were requested to respond to all items given on a scale that was coded, Very Satisfied (VS=5), Satisfied (S=4), Neither Satisfied nor Dissatisfied (NS/D=3), Dissatisfied (D=2) and Very Dissatisfied (VD=1). The statements on job satisfaction were coded as shown in Table 4.2 that follows.

**Table 4.2: Job Satisfaction Sub-scale Coding**

<b>Items</b>	<b>Code</b>
I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job.	JSSQ1
Teaching is an interesting job to me.	JSSQ2
I feel satisfied with my professional ability in doing my job.	JSSQ3
I am happy with cooperation I receive from school management team.	JSSQ4
The monthly salary is sufficient to meet all important expenses.	JSSQ5
I am happy with the cooperation I receive from my workmates.	JSSQ6
I feel comfortable with the present level of responsibility in my job.	JSSQ7
I enjoy much freedom in my place of work.	JSSQ8
I feel satisfied with the recognition I have in the community.	JSSQ9
I am satisfied with opportunities for workshops organized within and outside school.	JSSQ10
I am satisfied with the schools' physical facilities.	JSSQ11
I am satisfied with the geographical location of school.	JSSQ12
I am not interested in looking for a well- paying job.	JSSQ13
I am comfortable with care I receive from my immediate supervisor(s).	JSSQ14
I am comfortable with the rewards I get from doing a good job.	JSSQ15
I am comfortable with flexible work procedure.	JSSQ16
I have sufficient professional authority and autonomy.	JSSQ17
I put extra effort to accomplish my tasks.	JSSQ18
I am satisfied working extra hours.	JSSQ19
Availability of pleasant physical environment.	JSSQ20
Number of personnel is sufficient to run school.	JSSQ21
Comfort ability of work under existing environment.	JSSQ22
My contribution in the school is valued.	JSSQ23
I enjoy collegial relationship with teachers.	JSSQ24
I am satisfied with the support I get from my supervisors.	JSSQ25
I would not like to be transferred to another school.	JSSQ26
I am satisfied with work conditions in my school.	JSSQ27
My job offers me opportunity for advancement.	JSSQ28
I am satisfied with opportunities for training and professional development available.	JSSQ29
I feel protected against arbitrary dismissal from my current employment.	JSSQ30
I am satisfied with support I get from my superiors.	JSSQ31
Comfort ability with in-service training opportunities.	JSSQ32
I am satisfied with the management of students in my school.	JSSQ33
I have the materials and the equipment that I need to do my work right.	JSSQ34
I feel stressed with too much workload.	JSSQ35
My work place is secure at all times.	JSSQ36

**Key: JSSQ- Job Satisfaction Survey Questionnaire.**

The findings are presented as shown in Table 4.3 using frequency counts, percentages and means.

**Table 4.3: Job Satisfaction among Female Principals. N=36**

<b>Items</b>	<b>VD f (%)</b>	<b>D f (%)</b>	<b>NS/D f (%)</b>	<b>S f (%)</b>	<b>VS f (%)</b>	<b>Mean</b>
JSSQ1	10(20.4)	11(22.4)	6(12.2)	13(26.5)	9(18.4)	3.00
JSSQ2	6(12.2)	3(6.1)	12(24.5)	17(34.7)	11(22.4)	3.49
JSSQ3	6(12.2)	6(12.2)	8(16.3)	18(36.7)	11(22.4)	3.45
JSSQ4	2(4.1)	3(6.1)	6(12.2)	21(42.9)	17(34.7)	3.98
JSSQ5	14(28.6)	13(2.5)	8(16.3)	8(16.3)	6(12.2)	2.57
JSSQ6	5(10.2)	2(4.1)	3(6.1)	37(75.5)	2(4.1)	3.59
JSSQ7	7(14.3)	14(28.6)	3(6.1)	14(28.6)	11(22.4)	3.16
JSSQ8	9(18.4)	19(38.8)	1(2.0)	13(26.5)	7(14.3)	2.80
JSSQ9	12(24.5)	18(36.7)	1(2.0)	11(22.4)	7(14.3)	2.65
JSSQ10	13(26.5)	19(38.8)	4(8.2)	7(14.3)	6(12.2)	2.47
JSSQ11	12(24.5)	12(24.5)	2(4.1)	16(32.7)	7(14.3)	2.88
JSSQ12	13(26.5)	17(34.7)	2(4.1)	12(24.5)	5(10.2)	2.57
JSSQ13	10(20.4)	18(36.7)	5(10.2)	8(16.3)	8(16.3)	2.71
JSSQ14	41(83.7)	3(6.1)	0(0.0)	2(4.1)	3(6.1)	2.33
JSSQ15	4(8.2)	6(12.2)	2(4.1)	19(38.8)	18(36.7)	3.84
JSSQ16	14(28.6)	17(34.7)	5(10.2)	6(12.2)	7(14.3)	2.49
JSSQ17	3(6.1)	6(12.2)	6(12.2)	15(30.6)	19(38.8)	3.84
JSSQ18	4(8.2)	4(8.2)	4(8.2)	18(36.7)	19(38.8)	3.90
JSSQ19	16(32.7)	11(22.4)	5(10.2)	5(10.2)	12(24.5)	2.71
JSSQ20	9(18.4)	16(32.7)	5(10.2)	6(12.2)	13(26.5)	2.96
JSSQ21	12(24.5)	13(26.5)	6(12.2)	11(22.4)	7(14.3)	2.76
JSSQ22	10(20.4)	16(32.7)	7(14.3)	9(18.4)	7(14.3)	2.73
JSSQ23	9(18.4)	12(24.5)	8(16.3)	13(26.5)	7(14.3)	2.94
JSSQ24	6(12.2)	13(26.5)	7(14.3)	13(26.5)	10(20.4)	3.16
JSSQ25	5(10.2)	6(12.2)	1(2.0)	15(30.6)	22(44.9)	3.88
JSSQ26	13(26.5)	17(34.7)	5(10.2)	7(14.3)	7(14.3)	2.55
JSSQ27	0(0.0)	44(89.8)	2(4.1)	0(0.0)	3(6.1)	2.22
JSSQ28	15(30.6)	18(36.7)	7(14.3)	8(16.3)	1(2.0)	2.22
JSSQ29	6(12.2)	10(20.4)	12(24.5)	12(24.5)	9(18.4)	3.16
JSSQ30	7(14.3)	3(6.1)	18(36.7)	13(26.5)	8(16.3)	3.24
JSSQ31	13(26.5)	9(18.4)	12(24.5)	11(22.4)	4(8.2)	2.67
JSSQ32	17(34.7)	12(24.5)	10(20.4)	4(8.2)	6(12.2)	2.39
JSSQ33	12(24.5)	15(30.6)	7(14.3)	11(22.4)	4(8.2)	2.59
JSSQ34	16(32.7)	17(37.7)	4(8.2)	8(16.3)	4(8.2)	2.33
JSSQ35	12(24.5)	12(24.5)	8(16.3)	11(22.4)	6(12.2)	2.73
JSSQ36	12(24.5)	19(38.8)	3(6.1)	10(20.4)	5(10.2)	2.53
<b>Overall mean</b>						<b>2.93</b>

Female principal's satisfaction with the regulations and laws that protect them from being fired or dismissed from their job (JSSQ1) was differently rated. Thirteen 13 (26.5%) of them were satisfied while 11 (22.4%) were dissatisfied, six (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 that female principals on rules and regulations had an impact on their level of satisfaction. Teaching (JSSQ2) was however found to be interesting as revealed by 17 (34.7%) that indicated satisfactory rating. An overall mean of 3.49 also indicated female principal's satisfaction with leadership position. The findings show that female principals, 18 (36.7%) felt 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 female principals were happy with cooperation they receive from school management team (JSSQ4), as indicated by 17 (34.7%) which showed that they were very satisfied, with a mean rating of 3.98. Satisfaction was however low with salary amount (JSSQ5) as indicated by a mean of 2.57 while 14 (28.6%) indicated dissatisfaction with the monthly salary that was not sufficient to meet their expenses.

Cooperation received from workmates received a rating of satisfaction as indicated by 37 (75.5%) of the female principals with a mean of 3.59 as well as comfort ability with the present level of responsibility in their job as indicated by a mean of 3.16. Freedom at workplace 19(38.8%), recognition from the community 18(36.7%) and opportunities for workshops organized within and outside schools 18(36.7%) had means of 2.80, 2.65 and 2.47 respectively expressing dissatisfaction. The findings further indicate dissatisfaction with the schools physical facilities 12(24.5%) with a (mean=2.88). Dissatisfaction with geographical location of school had 17(34.7%) presenting a mean of 2.57. Female principals' rating on looking for another well-paying job (JSSQ13) indicated satisfaction (mean=2.71), while 18 (36.7%) were dissatisfied. Care received from other supervisors had lowly rated (Mean=2.33). This was indicated by 41(83.7%) of the female principals who indicated that they were not comfortable with the care they receive from their immediate supervisors.



Furthermore, findings indicate that 17 (34.7%) of female principals were dissatisfied with the work procedure since they were not comfortable as rated (Mean=2.49). Extra working hours and availability of pleasant physical environment received mean ratings of 2.71 of 16(32.7%) and 16 (32.7%). Almost similar ratings were reflected by insufficient personnel to run the school presented with a mean of (2.76), while 13 (26.5%) of respondents expressed dissatisfied with comfort ability of work under existing environment (mean=2.71), 16 (32.7%) of principals valued contribution towards school presenting (Mean=2.94), work conditions in school had (Mean=2.22) with a rating of 44 (89.8%), and opportunity for advancement (mean=2.22), while 18(36.7%) of respondents indicated dissatisfaction.

Further examination of measures of satisfaction indicated that female principals were not satisfied with support they get from their supervisors (Mean=2.55) from 13 (26.5%) of respondents. Comfort ability with in-service training opportunities was rated (Mean=2.39), satisfaction with the management of students in schools (Mean=2.59), necessary materials 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 female principal's satisfaction rating with 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 get from their supervisors (Mean=3.88). Based on the overall mean of female principals job satisfaction (Mean=2.93) it can be concluded that female principals were dissatisfied with their jobs.

#### **4.5 Psychosocial and Work Condition effects of Physical Facilities on Job Satisfaction of Female Principals in Secondary Schools**

The research question responded to was; how does psychosocial and work conditions of physical facilities affect job satisfaction of female principals?

First, the study established respondents' rating on physical facilities. The rating was done on a five point likert scale starting from 1-Very Inadequate, 2-Inadequate, 3-Neither Adequate nor Inadequate, 4-Adequate, and 5-Very Adequate. The findings are presented as shown in Table 4.4 using frequency counts, means, and percentages.

**Table 4.4: Availability of Physical Facilities. N=49**

<b>Statements</b>	<b>Very Inadequate f (%)</b>	<b>Inadequate f (%)</b>	<b>Neither Adequate nor Inadequate f (%)</b>	<b>Adequate f (%)</b>	<b>Very Adequate f (%)</b>	<b>Mean</b>
Adequate classrooms.	27(55.1)	7(14.29)	8(16.33)	3(6.12)	4(8.16)	1.65
Adequate furniture.	38(77.55)	3(6.12)	3(6.12)	3(6.12)	2(4.08)	1.37
Adequate laboratories.	29(59.18)	3(6.12)	8(16.33)	4(8.16)	5(10.2)	1.63
Adequate instructional Materials.	21(42.86)	13(2.53)	5(10.2)	6(12.24)	4(8.16)	1.84
Adequate libraries.	20(40.82)	11(22.45)	5(10.2)	9(18.37)	4(8.16)	1.98
Adequate playground.	18(36.73)	16(32.65)	8(16.33)	5(10.2)	2(4.08)	1.96
Adequate dormitories.	25(51.02)	9(18.37)	10(20.41)	3(6.12)	2(4.08)	1.78
Adequate recreational facilities.	24(48.98)	6(12.24)	11(22.45)	5(10.2)	3(6.12)	1.88
Adequate dining halls.	14(28.57)	16(32.65)	8(16.33)	7(14.29)	4(8.16)	2.08
Adequate health facility for student emergencies .	24(48.98)	15(30.61)	5(10.2)	3(6.12)	2(4.08)	1.69
Adequate toilets/ Latrines.	12(24.49)	16(32.65)	12(24.49)	5(10.2)	4(8.16)	2.12
Adequate staffrooms.	11(22.45)	19(38.78)	7(14.29)	9(18.37)	3(6.12)	2.22
<b>Overall mean</b>						<b>1.85</b>

The findings in Table 4.4 shows that 27(55.1%) of female principals rated (mean=1.65) of classrooms as very inadequate and 7(14.29%) rated classrooms as inadequate. Furniture was rated by respondents as inadequate representing 38(77.55%) as supported by a mean of 1.37. Respondents interviewed 18(36.7%) cited that their schools were on the verge of closure over

strained infrastructure that affected them as institutions had large number of students exerting unprecedented pressure on school resources such as inadequate classes that are not sufficient to host large number of students and school stakeholders blaming female principals due to lack of physical development.

Findings by Sephania, Too and Kipn'getich (2017) on physical facilities revealed lack of adequate classrooms that were not furnished (lacking space, desks, chairs and adequate chalkboard). Respondents 27(55.1%) interviewed in the present study revealed that they lacked support from some BOM members. Therefore, at times they experienced challenges especially when budgeting for school programs, some looked down upon some female principals as lacking financial management skills and at times they failed to approve the budget in time causing delay in school development programs expressing negative attitude towards females.

Laboratories were rated as very inadequate by 29(59.18%) of respondents with a mean of 1.63, while instructional materials was rated 21(42.86%) as very inadequate and inadequate 13(26.53%) with a mean of 1.37. Sephania, et. al. (2017) found that schools lack effective science laboratories in community schools in Tanzania. Both day schools and boarding schools reported theft and destruction of laboratory equipment in their schools. Respondents 18(36.7%) in mixed day schools reported rampant cases of theft and destruction of laboratory items, while 10(20.4%) of the respondents in boarding schools reported theft of laboratory items in the interviews. World Bank (2008) reported that acute shortage of laboratory equipment and consumables are experienced in countries like Zambia, Nigeria, South Africa and Fiji among other countries, that there are poor quality science materials, lack of proper use of laboratories, lack of teaching skills, competency and professional development of teachers was absent.

Omego and Simatwa (2015) study established that principals were viewed to be facing physical facilities based challenges rating 388(53.6%) at 4, denoting that there were often challenges and confirmed that from the inter quartile range of 2.10 with the median above half the range. Teaching learning/ resources based challenges rated at 4 by 278 (52.1%) of respondents denoting that there was often challenges as confirmed from an inter quartile range of 0.40 with the medium above half the range.

Libraries were rated as very inadequate by 20(40.82%) of respondents while 11(22.45%) indicated inadequate with a mean of 1.98. Playground was presented by 18(36.73%) and 16(32.65%) of the respondents indicating very inadequate and inadequate with a mean of 1.96. However, interviews with 10(20.4%) respondents, pointed fingers on their male and female deputy principals whom they claimed were not active in terms of supervision of learning resources, an indication that they were not ready to work with female principals.

Findings on adequacy of dormitories indicated 25(51.02%) and 9(18.37%) with a mean of 1.78 of respondents who expressed very inadequate and inadequate respectively. This implies that boarding schools face problems of congestion, inadequate beds, poor lighting or security in terms of fire outbreaks. For example, 49 (100%) of the respondents interviewed agreed that the school plant require constant maintenance, the plant deteriorates and need replacement, however, the respondents said they lacked adequate funds for maintenance and improvement. Six (12.2%) reported that the dormitories lacked sufficient beds and beddings, sufficient lighting, cracked floors and walls, leaking roofs which affected learning during rainy weather conditions. However, 7(14.3%) of the respondents said they were forced to make students share beds due to high enrolment in their schools. Six (12.2%) said that construction was underway to solve congestion in the dormitories. Respondents 24(48.98%) rated health facilities for emergencies of students as very inadequate while 15(30.61%) rated

it as inadequate with a mean of 1.69. Recreational facilities rated 27(51.1%) as inadequate with a mean of 1.88. These facilities help students to relax and refresh their minds by playing or exercising with different equipment inside rooms or outdoor.

There was however inadequate dining halls presenting (Mean=2.08) rated by respondents as very inadequate 14(28.7%) and inadequate 16(32.65%). During the interviews, respondents 16(36.7%) whose schools were not fully established revealed that their dining halls could not accommodate all students and this forced a good number of students to dine outside as they lacked adequate chairs, and tables. They cited that construction of dining halls was a process that would take a longer time than expected as it was compounded by the government's failure to remit substantial amount of funds to schools in time and delays in disbursement. All these affected female principal's job satisfaction resulting to stalled school projects.

Findings on toilets/latrines were rated (Mean=2.12), although 16(32.7%) of the respondents rated it as inadequate, while 12(24.5%) rated it as very inadequate and 16(32.65%) rated it as inadequate. This implies that there are inadequate toilets in a number of schools. Respondents interviewed 4(8.2%) in mixed day secondary schools said that the school topography made toilets to sink and thus, principals had a responsibility to construct temporary toilets for teachers and students especially during rainy seasons, this is a factor that psychosocially affected female principals. The staffrooms were rated by respondents as very inadequate presenting 11(22.45%) with 19(38.78%) rating it as inadequate with a mean of 2.22.

Research shows that availability of physical facilities including classrooms, water, electricity, boundary walls, toilets, furniture, playgrounds, laboratories, libraries and dispensaries have a significant positive influence on the performance of students and their achievement (Saeed & Wain, 2011). The overall mean (Mean=1.85) of physical facilities indicated that female

principals perceived physical facilities as inadequate and has a negative impact on job satisfaction of female principals.

#### 4.5.1 Relationship between Physical Facilities and Job Satisfaction

The first objective of the study sought to establish the effects of physical facilities on psychosocial and work conditions on job satisfaction of female principals. From the descriptive statistics, the study established that the ratings on physical facilities was very low, implying that female principals did not approve of adequacy of physical facilities in their schools. An overall mean of 1.85 indicated that physical facilities were inadequate. Therefore, the mean of physical facilities and job satisfaction rating were correlated and the findings presented as shown in Table 4.5.

**Table 4.5: Correlation between Physical Facilities and Job Satisfaction**

Correlations		Job Satisfaction	physical facilities
Job Satisfaction	Pearson Correlation	1	.508**
	Sig. (2-tailed)		.001
	N	49	49
physical facilities	Pearson Correlation	.508**	1
	Sig. (2-tailed)	.001	
	N	49	49

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

The findings indicate that there is a statistically significant adequate positive correlation between physical facilities and job satisfaction ( $r=.508$ ,  $p < .05$ ). The sig (2- tailed) value is .001. This value is less than 0.05. Because of this, we can conclude that there is a statistically significant correlation between physical facilities and job satisfaction. Therefore, as physical facilities are improved, there is a moderate unit rise in job satisfaction. Given that the relationship is adequate, it can thus be deduced that having better physical facilities has an adequate positive impact on job satisfaction. In order to get an overview of the percentage change in job satisfaction accounted for by physical facilities, two methods were employed for comparative purposes. In the first method, the ‘ $r$ ’ value was squared. A value of 0.2580

was obtained, which was multiplied by 100%, resulting to 25.80%. Therefore, consideration of physical facilities without any additional model, contributed to 25.8% change.

#### 4.5.2 Effects of Physical Facilities and Job Satisfaction

The second method was adopting a simple linear regression model, which effectively measured the causal psychosocial effect of physical facilities on job satisfaction. In linear regression, it is assumed that values between the observed values of explanatory variables are also possible values of explanatory variables (Jamieson, 2004). The findings are presented as shown in Table 4.6.

**Table 4.6: Simple Linear Regression Results**

<b>Model Summary</b>									
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	.508 <sup>a</sup>	.258	.242	.81612	.258	16.326	1	47	.000

a. Predictors: (Constant), physical facilities

<b>Model Coefficients</b>						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	4.961	.491		10.096	.000
1	physical facilities	.593	.147	.508	4.041	.000

a. Dependent Variable: Job Satisfaction

The findings in Table 4.6 shows that the regression was calculated to predict job satisfaction based on adequacy of physical facilities. A significant regression equation was found  $F(1,47)=10.096, p < 0.05$ , with an  $r^2 = .258$ . Female principals predicted job satisfaction to be equal to  $4.961+.593$  (physical facilities). This implies that a unit increase on physical facilities increased job satisfaction by .593.



These findings imply that as physical facilities become more adequate, female principals become more satisfied with their jobs. In addition to the descriptive and inferential statistics findings, qualitative interview with female principals revealed additional information. One of the school principals was asked to state the reasons which caused her to feel dissatisfied on the job and her reply was;

*“Our school has no standard library as well as laboratory. Students share the resources and classrooms congested, students are not comfortable learning under such conditions, yet we don’t have enough funds to maintain the resources. Some board members are not cooperative when it comes to decision making since they attend meetings by proxy, therefore approving school budgets becomes another issue, hence delaying school projects. This shows that they don’t trust my leadership.”*

From the above statement, it can be noted that some female principals encounter difficulties in working with some BOM members in managing school projects. Bakari, Ahmed and Ghulam (2014) in a study on effects of physical facilities on performance in Kenya Certificate of Secondary Examination in public schools in Bungoma acknowledged that the academic performance of schools with adequate physical facilities has been improving over the years, while performance in schools that had inadequate physical facilities in K.C.S.E fluctuated with time despite new reforms and innovations that have been designed and introduced to make education relevant to socio-economic and political aspirations and expectations of the society at large. One of the factors that promote teacher’s satisfaction is the school environment which constitutes a whole range of factors that influence the teaching and learning process within the school. They include; classrooms, libraries, technical workshops, and quality teaching methods among other variables that can affect the teaching and learning process (Ajayi, 2001).

Owoeye and Yara (2011) linked performance of students to the provision of adequate physical facilities while referring to a survey of 51 primary schools in Botswana, that students performed significantly better on academic tests when they had adequate

classrooms, desks and chairs, they succinctly said that school buildings are very vital input to educational system: emphasizing that even though they do not teach, their use may facilitate or impede learning. However, Owuoye and Yara (2011) did not see the school buildings as one of the critical variables affecting school academic achievement because he found no evidence to show that an expensive school building would necessarily improve academic achievement.

Physical facilities are fundamental factors for better learning and achievements of the students (Saeed & Wain, 2011). All facilities must be provided to the schools for the students' better, concrete and real experiences, they help to enhance the learning of the students. Research shows that availability of the physical facilities including classrooms, water, electricity, boundary walls, toilets, furniture, playgrounds, libraries and dispensaries have a significant positive influence on the performance of students and their achievement (Saeed & Wain, 2011).

Findings on adequacy of dormitories in Table 4.4 revealed that there was a problem of congestion in majority of boarding schools indicating inadequate beds, poor lighting and security in terms of fire outbreaks and fencing, poor maintenance of dormitories that had deteriorated and needed renovation; cracked floors and walls and some leaking roofs. Respondents' complaints were directed to the government due to untimely disbursement and insufficient funds, which affected and rendered the school programs inactive most of the time.

Omego and Simatwa (2015) established that principals are charged with the responsibility of organization and management of the approved school curriculum and ensuring students are adequately prepared, registered and presented for school based continuous assessment and national examination in accordance to the Kenya National Examination Council regulations

and syllabus coverage. They added that it is important to ensure students' successful completion and good performance by establishing and dealing with the challenges faced by the principals as quality agents in enhancing good academic performance.

The Federation of African Women Educators (2001) found that schools that lack adequate classrooms for instance hold their lessons outside or under trees. During bad weather, such lessons are postponed or are never held altogether. This interferes with syllabus coverage; students from such schools do not perform well in examinations. This situation is worsened by the increased enrolment in our secondary schools out of the Free Secondary Education initiative and mushrooming of Constituency Developing Funds in schools which are ill equipped to cope with the big number of students.

According to Education News Editorial (11<sup>th</sup> Feb, 2020), found that with the 100% transition from primary to secondary schools has many emerging issues, the report noted that the main impediment to the government policy include shortage of facilities to accommodate over one million primary school leavers transiting to secondary level in both boarding and day schools, that institutions however, lack adequate classrooms, lockers, chairs, dining halls, abolition facilities, libraries and playgrounds among other amenities. This state of affairs has led to congestion, whereby a class of 40 students accommodate 65. This has led to hiring teachers on BOM terms since those posted by TSC are not enough. To ease this heavy burden of 100 percent transition, the government together with other stakeholders including churches and well-wishers are encouraged to chip in by setting aside funds for infrastructural facilities expansion and unite to realize the noble quest which may however be a challenge to the female principals who may not be trusted with financial management by some school stakeholders in tendering procedures.

Adedeji and Olaniyan (2011) established that many rural schools across African countries lack essential infrastructure making the learning environment less safe, less efficient and less effective, they added that schools with poor physical facilities as classrooms are less likely to attract both teachers and students. Findings in Table 4.4 revealed that physical facilities such as classrooms, furniture, laboratories, instructional materials and dormitories presented high ratings indicating that the facilities were inadequate. Mwendwa (2015) established that lack of proper furniture and lack of facilities in some schools in Mwingi Central begun in church premises and the schools lacked essential facilities, that working from borrowed facilities/ premises compromised the efficiency and effectiveness of principals, hence low performance in examinations.

Findings from interviews revealed that in most sub county schools, funds allocated by the County Development Funds (CDF) office irrespective of proposal requests given by school/ committees, no funds were allocated to the schools, a factor that psychosocially affected female principals since schools established using CDF funds are many such that very little amount allocated per school made the completion of projects to take a longer time.

This is revealed by many incomplete/ stalled projects waiting for funding as student numbers increase resulting to inadequate facilities. Given that the categories of schools in Siaya County; national, extra-county and sub-county, the new schools are under construction and the already existing schools have been expanded. The MOE (2014) reported that issues of provision of required physical infrastructure, manpower, learning and teaching resources, student discipline academic performance and general school management became areas of concern; earlier studies showed the importance of high enrolment for the establishment of secondary schools, but still these schools suffer from inadequate physical facilities and teaching staff as well as poor academic performance as female principals fall a prey

especially when the community notes low school performance in the national examinations. However, it was found that female principals in most sub- county schools are the ones who experience psychosocial and work condition effects such as; state of confusion, frustration and withdrawal as they struggle to construct new buildings or renovate old ones, which generally needed cooperation and teamwork from all stakeholders which was absent at times, as revealed by 24(49.0%) of respondents interviewed. Gogo ( 2002) deduced that enrolment in day schools remained low due to lack of adequate physical facilities and poor performance in KCSE, that the schools admit students with as low as 120 marks, this affected school performance.

Ojiambo (2009) established that more affluent schools like national and extra- county schools often have well equipped laboratories, libraries, classrooms and instructional materials as opposed to low income public sub-county schools which are characterized by lack of infrastructural and learning equipment and facilities. Findings from the study showed that physical facilities had a positive psychosocial effect on job satisfaction and accounted for a variance of 25.8%, meaning that a unit increase on physical facilities increased job satisfaction by 0.593, which means that generally female principals especially in the sub-county schools were not satisfied with the state of physical facilities in their schools.

The rationale for day wing was to make the immediate school community to benefit from form one admission by gaining access to national, extra-county and sub-county schools MOE (2017). However, the introduction of the day secondary schools in national boarding schools is a new phenomenon that has been met by resistance from school principals who are apprehensive that this will lead to indiscipline in boarding schools. This contradicted the rationale on the establishment of secondary schools which was to promote national unity philosophy given the national selection policy. Martin, Julius and Juda (2019) found out that

schools in Siaya County (54.2%) did not have adequate physical facilities and therefore could not admit many students. From these findings it can be established that the national schools, extra-county, and county schools have adequate facilities, while sub-county schools which were the majority in the category of schools experienced dissatisfaction on the job with inadequacy of school facilities as emphasized by (Martin et. al., 2019).

#### 4.6 Psychosocial and Work Condition effects of Physical Environment on Job Satisfaction of Female Principals in Public Secondary Schools

How does psychosocial and work conditions of physical environment affect job satisfaction of female principals?

The 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 4.7 using frequency counts, percentages and means.

**Table 4.7: Physical Environment and Job Satisfaction. N=49**

<b>Statements</b>	<b>SD f (%)</b>	<b>D f (%)</b>	<b>N f (%)</b>	<b>A f (%)</b>	<b>SA f (%)</b>	<b>Mean</b>
My school location is appropriate.	8(16.3)	12(24.5)	13(26.5)	11(22.4)	5(10.2)	2.86
My work place is safe and secure.	8(16.3)	7(14.3)	20(40.8)	11(22.4)	3(6.1)	2.88
My work place is well maintained.	21(42.9)	28(57.1)	0(0.0)	0(0.0)	0(0.0)	1.57
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
My workplace is physically comfortable place of work.	12(24.5)	30(61.2)	3(6.1)	0(0.0)	0(0.0)	1.73
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
School environment is conducive for work.	7(14.3)	28(57.1)	12(24.5)	2(4.1)	0(0.0)	2.18
Grievances are handled promptly and fairly.	14(28.6)	24(49.0)	9(18.4)	2(4.1)	0(0.0)	1.98
Teacher's efforts are recognized through citations and rewards.	6(12.2)	36(73.5)	7(14.3)		0(0.0)	2.02
Generally I am impressed with the work environment at school.	4(8.2)	22(44.9)	21(42.9)	2(4.1)	0(0.0)	2.43
<b>Overall Mean</b>						<b>2.15</b>

The findings in Table 4.7 with regard to job satisfaction 13(26.5%) of the female school principals were neutral on appropriateness of the school location, safety and security of the workplace ratings on the same indicated satisfaction as shown by means of 2.86 and 2.88 respectively. This implies that most of the schools physical locations were appropriate while security 11(22.4%) was satisfactory indicating a mean of 2.88. From the findings, it can be deduced that respondents 21(42.9%) strongly disagreed that their workplace was well maintained with a mean of 1.57. Respondents 30(61.2%) also disagreed that the necessary information systems are in place and accessible, with a mean of (1.90).

On maintenance of the workplace, 21(42.9%) of respondents strongly agreed that their workplace was well maintained with a mean of 1.57, while also 28(57.1%) disagreed. This clearly indicates that physical environment of work is not well maintained for work. When respondents were asked to briefly comment on the work conditions in their schools, interview findings 4(8.2%) of respondents said that teachers requested for transfers in other schools terming the work environment to be stressful and not favoring them. 11(22.4%) were psychosocially affected in working with some difficult teachers who insubordinate duties delegated to them and their unprofessional conduct that affected their job satisfaction. Twelve 12(24.5%) however raised complaints due to lack of physical development in their schools citing lack of cooperation between them and school stakeholders as a hindrance to school development.

This implies that the patriarchal view of women in the society still hold and bar female principals from active participation in management as compared to their male counterparts. Ratings on the necessary information systems being in place and accessible was rated high as 30(61.2%) of the respondents disagreed and 12(24.5%) strongly disagreed. None of the respondents agreed that information systems were accessible and in place. This implies that

the information systems are inadequate and are not effectively utilized in schools. Hill (2010) findings indicate that providing productivity tools such as upgraded information technology to help employees accomplish tasks more efficiently contributes well to satisfaction, and that teachers are always concerned with their work environment for their personal comfort as well as for facilitating efficiency at work and consequently a high sense of satisfaction.

From the findings, the highest rating 30(61.2%) of respondents disagreed that their workplace was physically comfortable with a mean of 1.73, followed by 16(32.7%) of respondents who strongly disagreed. This means that female principals are not comfortable with their place of work. Long and Swortel (2007) cited that teacher's satisfaction can be seen as a combination of psychosocial, physiological and environmental circumstances that cause a person to say that he/she is satisfied with his/her job.

On school fiscal well-being and stability 19(38.8%) of respondents disagreed that it was stable, followed by 16(32.7%). The overall mean was 2.00. Interview findings with 24(49.0%) of respondents revealed that their schools were under construction of new classrooms, dining halls, dormitories, libraries and toilets, therefore the fiscal well-being was unstable and they needed extra funds for completion of buildings under construction. Respondents interviewed 16(32.7%) revealed that their school incinerators and urinals were not conveniently placed and the school plant was poorly maintained since plans were underway to improve on the same, this is a factor that stressed female principals.

For school environment being conducive for work, 28(57.1%) of the respondents strongly disagreed with the statement, followed by 7(43.3%) who disagreed that school environment was conducive for work. This implies that female principals experience psychosocial problems in the school environment that affect their job satisfaction. The overall mean was 2.18. Denga (1993) found that a significant number of secondary schools physical



environment is not conducive for work/learning. He states that to achieve improved performance by students, there should be a conducive physical environment for students. Unfortunately, some of the urban and rural schools lack adequate infrastructural facilities like classroom blocks, as some of the students learn under shades of trees (especially newly established ones).

Other schools have pot-holes in greater portions of their classrooms begging for repair or innovation. This situation doubtless, cannot promote student achievement and subsequently better performance (Denga, 1993). When respondents were asked reasons for their good performance, 7(14.3%) of respondents interviewed reported that they followed the laid down policies, met deadlines, planned ahead of time, involved school stakeholders in school development plans and programs, stuck to school calendar, they are always punctual in school and also provided schedules for duties. This improved the general outlook of their schools although it was a psychosocial factor that stressed them in terms of maintaining the good performance. However, 30(61.2%) said they employed “masculinity” in cases where they realized they were being looked down upon as weak. In line with the statement that grievances are handled promptly and fairly, 24(49.0%) of the respondents disagreed and strongly disagreed 14(28.6%) that grievances are handled promptly and fairly. The overall mean was 1.98.

This implies that some female principals are challenged in dealing with grievances in their schools. However, during the interviews, 36(73.5%) indicated that they employed dialogue between conflicting parties which succeeded for some principals while for others it failed. Respondents 13(26.5%) however, initiated open forums in order to deal with grievances at work places. All the females principals 49(100%) were of the view that teamwork in the

school environment was found to be the best remedy to curb conflicts or grievances arising for a conducive work environment.

Respondents were asked to rate whether teacher's efforts are recognized through citations and rewards where 36(73.5%) disagreed and 6(12.2%) strongly disagreed. However, all female principals interviewed 49(100%) said that they recognized teacher's efforts through citations and only when funds were available then they would organize for meals and only reward the best performing subject teacher.

According to Hedges (2002), poor working conditions of teachers seem to stem from their low remuneration and limited incentives. This is related to low attraction to teaching as an occupation and its slow professional status in many developing countries. When the working conditions and the status of female principals are constantly deteriorating, one of the most serious consequences is dropout of trained and qualified female head teachers.

Finally, respondents were asked to rate their satisfaction with the work environment at school. 22(44.9%) disagreed that they were impressed with their physical work environment at school with a mean of 2.43. This implies that some female principals are not satisfied with their job. In line with these findings, female principals 10(20.4%) interviewed cited difficulties in their work stations when dealing with BOM members and some politicians who influence development activities in schools as they discriminate upon them in terms of stereotype notions by fuelling conflicts in schools and demanding to be involved in all aspects of school management such as; admission of students, financial management, appointment of head teachers and staff recruitment. This was revealed by female principals in mixed day secondary schools.

#### 4.6.1 Relationship between Physical Environment and Job Satisfaction

The study sought to establish effects of physical environment on psychosocial and work condition on job satisfaction of female principals. Therefore having established the respondents rating on physical environment, a 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 4.8

**Table 4.8: Correlation between Physical Environment and Job Satisfaction**

		<b>Job Satisfaction</b>	<b>Physical environment</b>
<b>Correlations</b>			
Job Satisfaction	Pearson Correlation	1	.440**
	Sig. (2-tailed)		.002
	N	49	49
physical environment	Pearson Correlation	.440**	1
	Sig. (2-tailed)	.002	
	N	49	49
** . Correlation significant at the 0.01 level (2-tailed).			
**			

The findings in Table 4.8 shows that there is a moderate positive 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 statistically significant and therefore, a significant association between job satisfaction and physical environment. The findings thus imply that a unit increase on physical environment ratings, moderately increased the ratings on job satisfaction.

#### 4.6.2 Effects of Physical Environment and Job Satisfaction

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 4.9.

**Table 4.9: Simple Linear Regression Results.**

<b>Model Summary</b>									
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 <sup>a</sup>	.194	.177	.85055	.194	11.302	1	47	.002
a. Predictors: (Constant), physical environment									
<b>Coefficient<sup>a</sup></b>									
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 4.9 on regression was calculated to predict job satisfaction based on physical environment. A significant regression equation was found,  $F(1,47)=11.181$ ,  $p < 0.05$ ), with an  $r^2 = .194$  which explains how much of the total variation in the dependent variable (job satisfaction) can be explained by the independent variable (physical environment). Female principals predicted job satisfaction is equal to  $4.240+0.489$  (physical environment). This implies that a unit increase on physical environment increased job satisfaction by 0.489. From the  $r$  square value of .194, physical environment explains 19.4% of job satisfaction. It can thus be deduced that physical environment has a moderate positive 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 schools and classroom environment (school climate, satisfaction and productivity) (Blum, 2007). The above findings are in line with the descriptive and inferential findings on the school physical environment. Respondents were dissatisfied with the school environment. This study is in line with previous studies such as Anastasiou and Giorgos (2014) who found that environmental factors have positive effects on teachers work performance including: provision of ethical rewards, good working conditions, motivation by the school principals, participation in school administration and decision making. In addition, Sell and Cleal (2011) found that different psychosocial and work environment variables like workplace and social support has direct impact on job satisfaction and that increase in rewards does not improve the dissatisfaction level among employees.

Derik and Emer (2016) found that job satisfaction and occupational stress are related to a complex set of personal characteristics, working conditions, the school context and teacher climate. Findings by Obonyo (2011) revealed that women were under represented at the County Education Office, Board of Management and secondary school levels. That lack of time made female principals to develop a negative attitude towards management; culture undermined women making them feel inferior to men, while politicians preferred men to women in secondary school education management.

However, the interviews revealed that respondents 30(61.2%) had to develop better strategies to work with men as showing “masculinity” in the work place. They reiterated that when female principals fail to attain good results, it is normally related to absenteeism, laxity on the job and insubordination resulting to occupational stress. In Siaya County, respondents 7(17.3%) have had good results in national examinations with steady performance, while 11(11.4%) of them especially in mixed day secondary schools have continued to post

declining results causing stress to individuals as the parents are always on their neck demanding reasons for poor results (Siaya County Office, 2020).

Gilbrekirtsos (2015) in his empirical study on occupational stress among school teachers and their coping strategies in Tigrey region in Ethiopia indicated that the growing health complications of workers was due to occupational stress which impairs not only the health of the employed individuals, but also for the society in general by declining effect on the amount of quality work and productivity when its level is high. This also shows that school grievances are not handled appropriately as 24 (49.0%) of respondents interviewed cited lack of team work, poor social relations and poor decision making leading to frequent conflicts and the like at work pace. All 49(100%) of respondents interviewed agreed in unison that they would prefer a work environment similar to their home environment in order to improve their satisfaction level at home and at school.

Hezberg's motivation-hygiene theory proposed that intrinsic factors are related to teachers' satisfaction and motivation, whereas extrinsic factors are associated with dissatisfaction. Hezberg (1968) established that factors which lead to teacher's satisfaction were separate and distinct from those that lead to dissatisfaction and could bring about workplace harmony but not necessarily motivation factors of employees. Both hygiene factors and motivation factors are important in different ways. When the concepts are applied in schools for improvement, fundamentally they depend on teaching, ways to increase teacher and student motivation, and efforts to make schools more effective.

Herzberg's motivation hygiene theory can be utilized by educational managers in the management of human resources such as teachers, parents, community and politicians, that is, if all these people are exposed to growth factors such as achievement, advancement and

recognition, then they are likely to reduce dissatisfaction on the job and greatly boost teachers morale towards achieving co-operate goals in education.

A work environment that is not conducive for work affects satisfaction, but poor fit between employees and their job will increase the search for alternative jobs (Nzuve, 2010). The physical environment including physical facilities like well stocked library and adequate classrooms will result to satisfaction. Aesthetics, for instance and flower gardens, will also add to the staffs' satisfaction, which means that there should be adequate working facilities / tools of work, buildings should be safe in order to avoid chances of accidents /insecurity. These findings agree with those of Kamarulzaman et, al. (2011) that physical environment affects numerous ways such as; teachers' satisfaction, learning outcomes, and health. This shows that school physical facilities influence teachers' satisfaction.

The above findings agrees with Okonkwo and Obineli (2011) study who stressed that many teachers in public schools lack motivation and satisfaction because of poor salary and poor conditions of work environment, since a work environment with essential facilities is a prelude to satisfaction among workers. The present study found that there was a significant positive correlation between physical environment and job satisfaction as shown in Table 4.8, which implied that there was a moderate increase in job satisfaction because of some aspects of the physical environment like the school location, safety and security of the work place.

In a related study by Bennell, Bulwani, and Musikanga (2004) found out that working conditions had an impact on job satisfaction. The key factors in their study were workload, general classroom conditions, collegial and management support, location and living arrangements and distance to work. The nature of working conditions in institutions entails the conditions in which employees work. Working conditions are very important in the way employees feel about their job. Employees feel proud of their institution when conditions are

conducive and friendly to the workforce. Lack of these conditions in institutions results in teachers finding it difficult to cope. The psychosocial effects among female principals in their physical environment resulting to too many transfer requests and exiting the profession revolve around the location of schools presented by 12(24.5%) and 8(16.3%) of respondents who disagreed and strongly disagreed that the school location was appropriate as they were far away from the town centers, negative attitudes from community, and lack of political goodwill in favor of males as suitable candidates for the position of school leadership. Poor infrastructure in terms of roads, poor work relations as evidenced in Table 4.7. A school physical environment which is of this condition may not attract female principals and may contribute to their dissatisfaction.

Al- Anzi (2009) established that effective personnel systems and loyal staff is the backbone of any institution; it is the most important asset any organization will have for effective operation. Utilizing the human resource efficiently can help improve the performance of any organization from bottom to top. He adds that the performance of the staff is influenced by different factors that may be negative or positive, for example; job satisfaction, training and development, work place environment both internal and external, organizational structure, job stress, motivation, and leadership style. This implies that teachers, students, parents and workers should all rally their efforts towards supporting female principals in their managerial roles through active participation and team work to make the physical environment devoid of stress for better academic achievement. It can therefore be deduced that poor physical environment moderately impacts on job satisfaction of female principals in Siaya County.



#### 4.7 Psychosocial and Work Condition effects of Stress on Job Satisfaction of Female Principals in Public Secondary Schools

The research question responded to was; how does psychosocial and work conditions of stress affect job satisfaction of female principals?

Another aspect of work was stress related factors. To this, the study sought to establish how it affects job satisfaction. First, the respondents were asked to share their ratings on how they agreed with various statements of stress factors. The statements were rated on a five point likert scale starting from SD-Strongly Disagree to SA-Strongly Agree. The findings were presented as shown in Table 4.10 using frequency counts, percentages and means.

**Table 4.10: Stress Factors and Job Satisfaction of Female Principals. N=49**

<b>Statements</b>	<b>SD f (%)</b>	<b>D f (%)</b>	<b>N f (%)</b>	<b>A f (%)</b>	<b>SA f (%)</b>	<b>Mea n</b>
Lack of management skills stress me.	7(14.3)		13(26.5)	22(44.9)	7(14.3)	3.59
I experience burnout on the job.		9(18.4)	18(36.7)	15(30.6)	7(14.3)	3.41
Negative attitude exists at the workplace.	2(4.1)	3(6.1)	14(28.6)	26(53.1)	4(8.2)	3.55
Lack of cooperation stress me.		7(14.3)	2(4.1)	30(61.2)	10(20.4)	3.88
Working overtime stress me.			5(10.2)	40(81.6)	4(8.2)	3.98
Job demands stress me.			12(24.5)	30(61.2)	7(14.3)	3.90
Sex/age discrimination exist at work.			2(4.1)	39(79.6)	8(16.3)	4.12
Poor work relations Stress me.			2(4.1)	35(71.4)	12(24.5)	4.20
<b>Mean</b>						<b>3.86</b>
<b>Revers code mean</b>						<b>2.13</b>

The findings in Table 4.10 indicate that there exists lack of management skills as agreed 22 (44.9%) of the respondents with a mean of 3.5. Seven (14.3%) strongly disagreed while 7(14.3%) strongly agreed that there exists lack of management skills among female principals. This implies that female principals experience dissatisfaction in management of

the workplace. Burnout was rated 15(30.6%) as agreed by respondents to experience burnout on the job followed by 7(14.3%) who strongly agreed. However, this reveals that female principals experience burnout on the job. During interviews 27(55.1%) concurred that increased administrative responsibilities are now a common place for female principals in secondary schools, that management of secondary schools have important dimensions which are major sources of burnout such as: difficult behaviors of some students and teachers, indifferent attitudes and incompetent staff, particularly if there is lack of time to keep a careful check on what every staff member is teaching with additional home responsibilities. However, 12 (24.5%) said that key portion of workload is administrative duties, that extreme and unnecessary paperwork is wasteful. It has reduced the teaching time of the teachers, which is the most important duty of a teacher, it puts a stop to teacher's key role and degraded as clerks. However, further interviews with respondents revealed that they employed house helps to cater for home responsibilities in order to balance between work and home chores and therefore they did not experience burnout on the job, this was revealed by 9(18.4%) of the respondents.

Abel and Sewell (2010) study among the United States rural and urban secondary school teachers found that urban teachers were affected significantly by stress than rural teachers. Poor functioning conditions and time demands were forecasted burnout among rural school teachers, while students' naughtiness and poor functioning conditions were forecasted burnout among urban teachers. When commenting on work conditions, one female principal noted;

*“In line with my responsibilities, one can imagine how complicated and difficult the school tasks head teachers carry out. Therefore, it is not surprising if I express myself in frustrations, disappointment and anger because I often do not have sufficient control to achieve the level of success of which I feel capable, as a result, I am prone to burnout and this affects my performance and happiness as a school leader.”*

The importance of burnout syndrome lie in the fact that it constitutes a source of psychosocial risk that affects the mental health of the teacher with consequent deterioration of his physical health, but it also has a negative impact on students, both at school level and at university level (Boyland, 2011).

Concerning negative attitude existing at the workplace, 26(53.1%) of the respondents reported experiencing negative attitude on the job. This was presented by a mean of 3.55. Interview findings revealed by 25 (51.0%) of the respondents concurred that the society has determined that only male heads make good leaders, therefore many women continue experiencing negative attitude at the workplace. They cited facing barriers in headship positions that at times they wished to give up because they become overwhelmed in dealing with obvious barriers. Lack of cooperation was also found as a factor that stressed respondents presented by 22(44.9%) who agreed. To achieve the set goals in education, the task of knowing and supervising learners, teachers, support staffs, management committees, sponsors, Board of Management and other stakeholders at various levels harmoniously, responsibly and sensitively is not an easy task for the principal and other academic governors, and can result to work related stress (Onyango, 2001).

This study sought respondent's opinion on working overtime. The rating was agreed by 40(81.6%) of respondents. The mean rating was 3.98. When respondents were asked to mention aspects of their job that affect their satisfaction in interviews, 30(61.2%) complained about working overtime due to administrative requirements. They said that they have to wake up early in order to be in school as they have to attend to parents, make general supervision of school activities, ensure school programs for example school meals for students are well managed, and ensure teachers are prompt in their teaching lessons and syllabus coverage. Although they also handle subjects in various classes, female principals find difficulties at

times when important issues conflict with their classwork. That this made them to carry office work or student's work to complete at home which at times interfered with their family roles.

Borg and Riding (2007) found that the association between school principals' job and job satisfaction has long been found to be negative with workload, inadequate resources, lack of support and poor work conditions as contributing factors of stress. For example in schools which are increasingly accountable for results, work related stress was found higher among managers, than across all other industries giving rise to low level of job satisfaction. 13(26.55%) of respondents interviewed concurred that their schools performed exemplary in national examinations with steady academic performance for the last seven years in KCSE examinations (County Director of Education Office, 2020). The respondents cited working tirelessly to ensure that they maintained steady academic results, this was a factor that stressed them. Sex/age discrimination existing at workplace rated 39 (79.6%) by respondents with a mean of 4.12 who agreed and 8(16.3%) who strongly agreed, however, this implies that there is a high degree of discrimination against female principals. According to Makori (2018) found out that societal attitudes 77%, gender imperatives 77.7% and sex role stereotype 66.7% affected women in secondary school management positions.

Findings on job demands stressing female principals rated 35(71.4%) who strongly agreed with a mean of 4.20, followed by 12 (24.5%) who strongly agreed. Makori (2018) was of the view that respondents experience long working hours due to administrative responsibilities 89.6%. In a related study, Barkhuizen and Rothmann (2011) concluded that 30% of the teacher supervisors indicated that their workloads had increased significantly in the recent years resulting in evidence of stress among them. Consequently, many teacher supervisors

complained that the escalation in the demands of the job made it difficult for them to maintain firm boundaries between work place and their homes.

#### 4.7.1 Relationship between Stress and Job Satisfaction

In order to establish the relationship between stress factors and job satisfaction, Pearson product moment correlation coefficient was sought. The mean for job satisfaction was 4.20, indicating positive high stress factors. The findings were presented as shown in Table 4.11.

**Table 4. 11: Correlations between stress and Job satisfaction**

Correlations		Job Satisfaction	Stress factors
Job Satisfaction	Pearson Correlation	1	.685**
	Sig. (2-tailed)		.000
	N	49	49
stress factors	Pearson Correlation	.685**	1
	Sig. (2-tailed)	.000	
	N	49	49

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

The findings in Table 4.11 indicate that there is an inverse relationship between stress factors and job satisfaction ( $r = .685$ ,  $p = .000$ ). This implies that when female principals are subjected to more stress, the lesser they are satisfied with their job. Therefore, low job satisfaction was highly associated with high stress levels. In addition to the descriptive and correlation findings, a standard multiple regression model was carried out in order to establish the effect of stress factors and job satisfaction. The findings are presented as shown in Table 4.12.

**Table 4.12: Simple Linear Regression Results.**

<b>Model Summary</b>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Change in F	df1	df2	Sig. F Change
1	.685 <sup>a</sup>	.469	.470	.61461	.469	32.829	1	47	.001

a. Predictors: (Constant), stress factors

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.977	.440		9.044	.000
	stress factors	.663	.102	-.627	-6.507	.001

a. Dependent Variable: Job Satisfaction

The findings in Table 4.12 indicate that a significant regression equation was found  $F(1,47)$ ,  $p < 0.05$ , with an  $r^2 = .469$ . Female principals predicted job satisfaction is equal to 3.977-.663 (stress factors). This implies that a unit increase on stress factors decreased job satisfaction by 0.663. From the  $r$  square value of .469, stress factors accounts for 46.9% of the total variation in job satisfaction. This indicates that stress factor is a determinant of psychosocial effect in Siaya County.

Interviews were also carried out with female school principals who were asked various questions inclusive of their work conditions at school. The response from one female principal was;

*“Some of the factors affecting my job satisfaction in school are related to my employer, the community and school culture. Otherwise most of the conditions are favorable since I am involved in determining the working conditions.”*

One of the female school principals also responded to work conditions in their schools as follows;

*“I am not really satisfied with the job but there are other factors that make me feel less satisfied. Some of the things that stress me are; workload, un co-operative colleagues, gender discrimination at work place and lack of satisfaction with my private life due to job demands.”*

From the findings, it also emerged that stress related factors did cause negative psychosocial effects in line with poor work relations. Other studies also support the negative effect of stress factors on job satisfaction. For instance, Anastasiou and Giorgos (2014) study on job satisfaction and stress levels of secondary education teachers indicated that teachers were more satisfied with the job itself. In a related study by Mwau (2012) found out 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. Abel and Sewell (2010) found that stress from student's misbehavior and time pressures was significantly greater than stress from poor working conditions and poor staff relations. In a related study by Cheryl and Cooper (2007) revealed that teachers, as compared with other highly stressed occupational groups, experienced lower job satisfaction and poorer mental health. These studies and others such as Gebrekirstos (2015), Ngari, et. al., (2013), Juma and Simatwa (2016) support the view that stress has a negative influence on job satisfaction.

Studies by Bacotic and Babic (2013) in Europe found out that workers who work under difficult working conditions, observed that working conditions is an important factor for job satisfaction, so workers working under difficult working conditions are dissatisfied and to improve satisfaction of employees working under difficult working conditions, it is necessary for the management to improve the working conditions. Opondo and Ajowi (2015) found out that conditions of work influence work performance of support staff. Participatory management puts high demands on the principal (Pinthers & Soden, 2002), for the purpose of accountability for instance, principals are expected to do a lot of paper work as filling in Teacher Performance Appraisal Development (TPAD) forms and forward to the employer

TSC, plan her lessons, show punctuality and regularity in her duties, supervise teachers, students and the sub-ordinate staffs, organize for BOM meetings, attend to parents and the like, ensure security is beefed up in schools especially at night for those in boarding schools with additional home responsibilities which may be tasking to female principals.

During the interviews 12(24.5%) of the respondents cited long distance to work with impassable roads during the rainy seasons causing absenteeism and lateness to schools among teachers and students in the mixed day secondary schools. Other psychosocial factors that female principals juggled with in management of schools include; flirtation between teachers and students, insubordination, late coming, theft of books and instructional materials by students, fighting, and dealing with difficult teachers and students, which consequently lower morale and lack of discipline in school management. Saeed (2011) was also of the view that teaching experience of principals is related to stress. Saeed stated that less experienced teachers experience more stress than the more experienced teachers. This may be attributed to their low experience and lack of enough emotional maturity to withstand school stressors. It can therefore be deduced that female principals in public secondary schools in Siaya County perceive stress, symptoms of stress, effects and stress management practice in their job.

In South Africa, studies by Barkhuizen and Rothmann (2011) found that discussions on occupational stress among educational supervisors have been a topical issue over the past four decades dating back to early 1970s. Their argument is that supervisory work is a highly stressful occupation. Barkhuizen and Rothmann (2011) concluded that 30% of educational supervisors indicated that their workloads had increased significantly in the recent years resulting in evidence of stress among them. In addition, many teacher supervisors complained that the escalation in the demands of the job made it difficult for them to



maintain firm boundaries between workplace and their homes. Such a situation often becomes a source of occupational/ work related stress, 67% of the education supervisors agreed that work now encroached more than their past.

However, 72% of the participants in Barkhizen and Rothmann (2011) study argued that teacher supervisors experience high levels of stress in their occupation relating to pay, work overload and work life imbalance that was also experienced by female principals in Siaya County. Some of the of the psychosocial factors of stress found to affect female principals' job satisfaction included lack of cooperation, especially working with difficult teachers, sex/ age discrimination and working overtime. Juma et. al, (2016) established that intellectually, the teaching profession requires teachers to constantly enhance and reshape their knowledge because it requires them to be always dynamic, proactive and smart, that for female principals, there are huge responsibilities and the deep rooted accountability which arises from the fact that roles are complicated, threats and demand surpasses those in boys secondary schools than those in girls secondary schools.

Findings from Table 4.12 indicate that stress factors accounted for 46.9% of the total variation in job satisfaction implying that for instance when staff refuse to participate in decision-making, then stress is caused to management. Therefore, the other 53.1% psychosocial effects of stress were not investigated. This study established that there are many other stressor factors that were not captured by this study. These factors were also established as significant predictors of female principals stress levels. From the findings it was evident that majority of the female principals agreed that they lacked management skills in finance and management of humans resource in Table 4.10 presenting a mean of 3.94. Interview findings also revealed that respondents experienced stress with limited resources especially with double enrolment after the introduction of FSE. Hill (2010) noted that women

are traditionally excluded from managerial jobs because they are judged as less serious and less highly motivated than their fellow male employees, and therefore the males find difficulties working with female managers.

Sagara (2012) in her study established that principal's role should be reduced to mobilization of human and material resources, supervision of learning and teaching and handling stakeholders in ensuring the general tone of the school. Responsibilities such as finance management, teaching, dealing with issues regarding discipline (teachers and students) and other school improvement related functions should be distributed among male and female deputy principals and selected teachers to whom power is delegated. The principal will therefore, have a good work-life balance to enjoy the social support from the family, this is because the ratings in Table 4.10 are an indication of high levels of stress.

Findings by Sagara's (2012) established that sharing of responsibilities results to effective teamwork and reduces psychosocial effects of stress on the job. Hence, Having discovered through various study findings that the concept of work stress obtains amongst educational supervisors in the world, this study concluded that stress related factors have a negative psychosocial effect on job satisfaction of female principals in Siaya County.

#### **4.8 Psychosocial and Work Condition effects of Family Roles on Job Satisfaction of Female Principals in Public Secondary Schools**

How does psychosocial and work conditions of family roles affect job satisfaction of female principals?

This was achieved by asking the respondents to rate statements on family roles on a five-point Likert scale of 1-5 with 1-SD-Strongly Disagree-D and 5-SA-Strongly Agree. The findings were presented as shown in Table 4.13 using frequency counts, percentages and means.

**Table 4.13: Family Roles and Job Satisfaction. N=49**

<b>Statement</b>	<b>SD f (%)</b>	<b>D f (%)</b>	<b>N f (%)</b>	<b>A f (%)</b>	<b>SA f (%)</b>	<b>Mean</b>
Demands of my job interfere with my home and family life.		5(10.2)	13(26.5)	13(26.5)	18(36.7)	3.90
Time taken by my Job interferes with my family roles.			3(6.1)	19(38.8)	27(55.1)	4.49
Working hours and work responsibilities stress my family.	4(8.2)	14(28.6)	11(22.4)	9(18.4)	11(22.4)	3.18
My job produces strain making it difficult to fulfill family duties.	12(24.5)	12(24.5)	7(14.3)	6(12.2)	12(24.5)	2.88
Due to job demands, I have to make changes to my plans for family activities.	19(38.8)	13(26.5)	6(12.2)	3(6.1)	8(16.3)	2.35
Domestic work hinder my management position.	10(20.4)	12(24.5)	10(20.4)	14(28.6)	3(6.1)	2.76
I cannot adjust my work and family roles easily.						
The number of children affect my work role.	16(32.7)	17(34.7)	7(14.3)	1(2.0)	8(16.3)	2.35
Parenting affects my management position.	8(16.3)	1(2.0)	.	3(6.1)	37(75.5)	4.24
My family understands my working situation and demands.	32(65.3)	5(10.2)		3(6.1)	9(18.4)	1.96
Difficulties in balancing home and work responsibilities.			12(24.5)	31(63.3)	6(12.2)	3.88
Family roles to do with additional responsibilities to take care of the older members of family stress me.		1(2.0)	19(38.8)	25(51.0)	4(8.2)	3.65
			6(12.2)	30(61.2)	13(26.5)	4.14
<b>Mean</b>						<b>3.31</b>

Female principals were asked to rate their agreement on whether demands of their job interfere with their home and family life 18(36.7%) strongly agreed, 13 (26.5%) agreed with

a mean of 3.90, indicating that there was an interference of home and family life by job demand. Interviews with 25(51.0%) reported having difficult time in attending to family obligations, that one cannot give 100% of her input to both. Twelve (24.5%) of the respondents revealed that combined responsibilities of the job demand and the family life are a challenge and a disadvantage to some women in leadership positions. One female principal had this to say;

*“When my children are sick, I have to attend to them, I cannot attend school; when my husband is sick, I have to attend to him; when my house help goes without notice, I have to miss my duty and care for my children. At times I come to school late and leave early.”*

Women principals are more likely to take on greater responsibilities for their families, taking parental and dependent-care leave, spending more time with children and performing household tasks. This also has an influence on career development of women. When there is a promotion to headship, men are likely to be the beneficiaries (Combart, 2014). The term “working father” is rarely used and carries none of the adverse connotations of “working mother.” During the in-depth interviews 19(18.4%) of the respondents said they lobbied for onsite daycare centers, comprehensive policies that enable female principals to balance work and family responsibilities, modern conveniences to make household work easier, flexible working hours and socialization of men to help with domestic responsibilities as a way of achieving balance.

Respondents 15(32.7%) interviewed recalled how they at times shortcut staff discussions and demanding assignments so that they could rush home and attend to their families. However, 12(24.5%) mentioned that most times, they leave the office without completing assignments to attend to their spousal responsibilities. Six (12.2%) of respondents with more than three children said they leave school to return home at 5.00 or at 6.00pm. while their husbands go straight to pub to lounge with friends and when they came back, they expect

their wives to have attended to the family routine and completed household chores. This they said affected their morale and health at work because most of the time they experience burnout and exhaustion.

Onsongo (2004) found out that the institutional environment in which women worked was generally not very supportive and some of the institutional practices such as timing of meetings were found to be insensitive to women manager's needs. For example, the timings of meetings had cost some women in the study their marriages, as their husbands could not stand their coming home late or even attending meetings over the weekends. Additionally, the requirement for appointment, recruitment and promotions were sometimes unfair to females who were expected to be at par with their male counterparts.

Respondents were asked to indicate their agreement on whether their families are stressed because of their work hour and work responsibilities, 14 (28.6%) disagreed while 11(22.4%) strongly agreed implying that some families were stressed while others were not, presenting a mean of 3.18. Allen, Heist, Brack and Sutton (2000) found out that there are contradicting role expectations that a typical working mother or care woman experience while she is at work and at home. On the professional front she is expected to be committed, dynamic, competitive, straight forward and non-sentimental, act in "businesslike manner," and at home, she is expected to be soft, sensitive, adaptable, gentle and assertive and domesticated, that woman who assume multiple roles experience work-family conflict because time and energy are shared across the two spheres of activity.

Coping up with the situation requires not only additional physical strength, personal ability and intelligence on the part of working women, but also requires the members of her "role set" that is husband and the employer to make necessary modifications in their expectations simultaneously. Allen, et. al., (2000) found out that work and family are not always

compatible, that conflicts usually occur between the two domains and the consequences are reflected in both organization and domestic life role conflict. For employers, such role conflict means disillusionment, dissatisfaction and strained relations with female principals.

Due to job demands, female principals have to make changes to their plans for family activities was rated high by respondents 19(38.8%) who strongly disagreed and 13(26.5%) disagreed. This implies that despite family responsibilities, female principals have to adhere to the education policies in education, failure to which may affect school achievement. Domestic work hinder female principal's management position was rated 14(28.6%) by respondents who agreed and 3(6.1%) who strongly agreed, while 12(24.5%) disagreed and 10(20.4%) strongly disagreed. Ten (20.4%) were neutral. These findings presented a mean of 2.76. Mutunga (2015) findings concurred with the above findings on domestic chores taking too much time that most women cannot get adequate time for school management, that principals were usually forced to attend many meetings with students, parents and MOE officials. Some meetings were even scheduled during the weekends that went beyond normal working hours.

Mayienga (2013) found out that the traditional gendered division of labor observed across Kenya does not only affect girl child but also women, be they those already occupying leadership positions or chores place heavy demands on such women thus, weakening their effectiveness in their professional work and domestic duties. This situation therefore becomes advantageous to male teachers as they are more likely to be promoted to leadership positions as opposed to their female counterparts who are overwhelmed with domestic chores.

Findings revealed that respondents 17(34.3%) disagreed that they cannot adjust their work roles and family roles with a mean of 2.35, implying that they preferred a balanced family

life. Sixteen (32.7%) strongly disagreed. However 8(16.3%) strongly agreed that they cannot adjust easily to work and family roles. The number of children affecting management role of female principals was likely to affect respondents as indicated by 37(75.5%) with a mean rating of 4.24. Interviews with respondents 25(51.0%) concerning issues of children depending on their number and their family size made them to make choices whether to take leadership or not, apart from making decision on taking leadership, they were not ready to relocate because adjusting in a new environment would take a longer time, and fear of transfer of their children to newer schools would affect children. The respondents confirmed that care of family and children made them look inactive participants in school management.

Osumba (2011) found out that dual responsibilities of employment and family roles were too demanding. As such the issues of children and/or family is one that deters many women when they have to make the decision to take up leadership position. Eargly, et. al., (2004) found out that women often reduce their work hours when they have children, while some women even quit work and spend one or more years devoting their efforts to their families.

Parenting comes with responsibilities like taking care of the sick children or the older members of the family, taking them to hospital, looking after them and creating a break in the normal routine of school management (Mutunga, 2015). Findings on whether parenting affects female principal's management role was rated high by 32(65.3%) who strongly disagreed while 9(18.4%) strongly agreed implying that female principals were not adversely affected by parenting with a mean of 1.96. However, findings by Mutunga (2015) revealed that 47(78%) of female principals strongly agreed with the same statement, this was because of the fact that women have to go for maternity leave, making them to break for some time and this resulted to shortage of staff, incomplete syllabus coverage and low student performance affecting management role. Respondents were asked to rate their agreement on

whether their families understand their working situation and demands. This was agreed by 31(63.3%) of respondents, while 6 (12.2%) strongly agreed implying that family members support both roles of work and family, as they understand what challenges they experience in such positions.

Difficulties in balancing home and work responsibilities was rated by respondents who agreed 25(51.0%), with a mean of 3.65. This indicates that female principals experience psychosocial effects in their dual roles of home and work. Chege and Sifuna (2006) concur that women's productive activities are often hampered by the unofficial and private domestic responsibilities that compete for women's labor in terms of time and energy, not to mention the increase in the work overload and long working hours.

The issue of children and/or family is one that deters many women when they have to make the decision to take up a leadership position. Interviews with 10(20.4%) of female principals revealed that when they were posted to their schools, the community doubted their leadership as their preference was a male leader being in mixed-day secondary school, that female teachers cannot head in a big school, believing that women should involve in domestic work. This is a psychosocial factor that affect female principals in their management position.

Cornwall and Legerski (2010) cited that women's gender identities were embedded in responsibilities for care of home, hence female principals find difficulties in managing both the dual roles and lack active participation in school duties. On family roles to do with additional responsibility to take care of older members of the families, respondents 30(61.2%) agreed to be stressed, and 13(26.5%) also strongly agreed to be stressed with a mean of 4.14. This implies that female principals are stressed in dealing with additional family responsibilities that affect their professional work.



Findings by Cornwall and Legerski (2010) show that beyond mothering children, the care of husbands, adult children and grandchildren, the elderly and even visitors stress the female administrators, that in some cases, women intentionally avoid work outside the home to have time to maintain family relationships. Additionally, some of the women in the study who had started college did not finish, usually dropping out on getting married, or with birth of the first child.

#### 4.8.1 Relationship between Family Roles and Job Satisfaction

The research question formulated sought to establish, ‘How does psychosocial and work condition effects of family roles affect job satisfaction of female principals?’ From the objective of the study as well, which was to determine psychosocial and work condition effects of family roles on job satisfaction, Pearson Product moment correlation was carried to aide in establishing the relationship. The means for family roles were correlated with the job satisfaction sub-scale. The findings are presented as shown in Table 4.14.

**Table 4.14: Correlation between Family Roles and Job Satisfaction**

Correlations		Job Satisfaction	family roles
Job Satisfaction	Pearson Correlation	1	-.528**
	Sig. (2-tailed)		.001
	N	49	49
family roles	Pearson Correlation	-.528**	1
	Sig. (2-tailed)	.001	
	N	49	49

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

The findings in Table 4.14 indicate that there is an adequate negative correlation between family roles and job satisfaction ( $r = -.528$ ,  $p < 0.05$ ). A negative correlation is a relationship between two variables in which one variable increases as the other decreases. This means that the higher the negative correlation between two variables, the closer the correlation coefficient will be to the value of negative 1. This inverse relationship implies that the more

the family roles, the lesser the job satisfaction. Intuitively, it can be deduced that the negative job satisfaction due to family roles is the result of more job demands that exceeds the family roles. Further insight on the findings was established through simple linear regression model results.

#### 4.8.2 Effects of Family Roles and Job Satisfaction

In order to establish these effects, a simple linear regression model was carried out. Job satisfaction was regressed against family roles. The findings are presented as shown in Table 4.15.

**Table 4.15: Simple Linear Regression Results**

<b>Model Summary</b>									
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Change Statistics R Square Change</b>	<b>F Change</b>	<b>df1</b>	<b>df2</b>	<b>Sig. F Change</b>
1	-.528 <sup>a</sup>	.279	.264	.80425	.279	18.208	1	47	.000
a. Predictors: (Constant), family roles									
<b>Coefficients<sup>a</sup></b>									
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		<b>T</b>	<b>Sig.</b>		
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>					
1	(Constant)	5.827	.665			8.764			.000
	family roles	-.833	.195	-.528		-4.267			.001
a. Dependent Variable: Job Satisfaction									

The findings in Table 4.15 indicate that family roles accounted for 27.9% change in job satisfaction ( $R^2=.279$ ), which was significant  $F(1, 47)=18.208$ . In addition, the regression equation predicts job satisfaction as  $5.827-.833$  (family roles). The findings imply that family roles have an inverse significant effect or contribution on job satisfaction ( $\beta=-.528, p=.000$ ). This implies that the more the family roles increase, the lesser the job satisfaction becomes.

Therefore family roles is a determinant of job satisfaction among female school principals in Siaya County.

It can also be echoed from Eckman (2002) findings that role conflict impacts career decisions, that respondents delayed entering the high school leadership until demands of raising children had lessened, thereby deducing that family roles negatively impact on job satisfaction. Despite the evolving feminine roles to the present day, certain cultures have persisted to view the role of women in the society from a stereotype point of view (Powell, 2002). Stereotyping occurs in circumstances that isolate certain individuals to be viewed as falling into groups in which they acquire beliefs and certain characteristics among members of that group. Eagly and Mitchell (2014) found out that men have traditionally been considered as possessing masculine qualities that encompass assertiveness, competitiveness and courage which endear them from respect and opportunity to attain the supervisor roles, while on the other hand, women are expected to display a relatively feminine societal and communal roles by being accommodative, cooperative, effective and compassionate. He added that women are generally viewed to be dormant and not to expressly show independence, assertiveness, self-effective and self-confidence.

Study findings in Table 4.13 revealed that parenting affect management position of female principals with a mean of 4.24 indicating that respondents experienced psychosocial problems with parenting/family roles and this interfered with their professional work. Parenting can involve; raising children, being a mother nurse in the family kitchen controller, school caretaker, or home caretaker. Krotz (2006) supports the view that male and female role prescription is based on the assumption that domestic duties in the home are presumed for women. This has therefore led to job segregation where men dominate professions that are considered feminine. The society expectations can still be mixed with other issues that

affect women within the community. The results show that women should not only be socialized to carry out household chores but can also take leadership positions within the society. This makes the society more accepting of women as leaders. The results agree with those of Odhiambo (2009) that gender role constitutes culturally and socially determined set of behaviors and personality characteristics expected of a person on the basis of sex. That these roles are imparted through family socialization, family set-ups and further reinforced in avenues such as the school, religious institutions, and community centers.

**CHAPTER FIVE**  
**SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS OF THE STUDY**  
**FINDINGS**

**5.1 Introduction**

This chapter presents summary of the findings, conclusions, recommendations and suggestions for further research. The sub-sections are presented as per the objectives of the study.

**5.2 Summary of the Findings**

**5.2.1 Psychosocial and Work Condition effects of Physical Facilities on Job Satisfaction of Female Principals in Public Secondary Schools**

The first objective of the study sought to examine effects of physical facilities on psychosocial and work condition on job satisfaction of female principals. The objective was achieved using various statistical methods, which entailed descriptive and qualitative methods. The findings revealed that there is a statistical significant moderate positive correlation between physical facilities and job satisfaction ( $r=.508, P<.05$ ), implying that as physical facilities are improved, there is a unit rise in job satisfaction. Regression analysis further confirmed that from the *R* square value of .258, physical facilities accounted for 25.8% of total variation on job satisfaction.

On adequacy of physical facilities presented by findings in Table 4.4, the following indicated high ratings on physical facilities affecting female principal's job satisfaction. Classrooms were rated as inadequate by 31 (63.3%) of respondents while inadequate furniture were rated 40 (81.6%) with a mean of 1.65 and 1.37 respectively. This was cited by 18 (36.7%) of respondents interviewed who said that their schools were on the verge of closure over strained infrastructure that affected them as institutions had large number of students exerting unprecedented pressure on school resources, that classes are unable to host a large number of

students due to 100% transition from primary to secondary schools rendering difficulties to female principals in dealing with some school stakeholders in school's physical development.

Inadequate dormitories was rated by respondents 27(55.1%) presenting a mean rating of 1.78. During the interviews, 49(100%) of the respondents agreed that the school plant deteriorates and needs constant maintenance, that lack of funds for maintenance and improvement affected development of the buildings. Respondents 6(12.2%) said that the dormitories lacked sufficient beds and beddings, sufficient lighting and water that affect learning in schools.

Respondents rated laboratories as inadequate 34(69.4%) indicating a mean of 1.63. Respondents 18(36.7%) interviewed in mixed day secondary schools reported rampant cases of theft and destruction of laboratory items, while 10(20.4%) of respondents in boarding schools reported theft of laboratory items. This was dealt with through suspension and administering punishments and consequently buying the stolen or destroyed items when found culpable.

Instructional materials presented by respondents rated 25 (51.0%) as inadequate with a mean of 1.84 while recreational facilities 27(55.1%) also presented a mean of 1.88. Health facilities for student emergencies rated 26(53.1%) indicating a mean of 1.69. Generally, physical facilities presented low means which may be attributed to the government policy on 100% transition from primary to secondary schools.

### **5.2.2 Psychosocial and Work Condition effects of Physical Environment on Job Satisfaction of Female Principals in Public Secondary Schools**

The second objective of the study examined the effects of physical environment on psychosocial and work conditions on job satisfaction of female principals. Findings indicate that there is a positive correlation between job satisfaction and physical environment ( $r=.440$ ,

$P=.002$ ). The  $P$ -value is also less than 0.05 implying that the correlation coefficient is statistically significant and therefore a significant association between physical environment and job satisfaction. The regression equation found that female principals predicted job satisfaction is equal to  $4.240 + 0.489$  (physical environment) implying that a unit increase on physical environment increased job satisfaction by 0.489. For the  $R$  square value of .194, physical environment explained 19.4% of job satisfaction with a moderate significant effect.

Among psychosocial and work condition effects of physical environment that affect the level of job satisfaction of female principals in Table 4.7, included that; teachers efforts are recognized through citations and rewards which was disagreed by 36(73.5%) of respondents with a mean of 2.02. Respondents 49(100%) through interviews cited that the best performing subject teachers were recognized through citations and rewards, only on availability of funds. My workplace is physically comfortable place of work was disagreed by 16(32.7%) with a mean of 1.73, implying that respondents were not comfortable with their place of work.

The necessary information systems are in place and accessible was disagreed by 30(61.2%) and 12(24.5%) respondents who strongly disagreed indicating a mean of 1.90. This implies that the information systems are inadequate and are not effectively utilized in schools. My workplace is well maintained was rated high 28(57.1%) of the respondents who disagreed and 21(42.9%) strongly disagreed with a mean of 1.57. This indicates that the physical environment is not well maintained for work. Respondents 11(22.4%) complained when interviewed on challenges in working with some difficult teachers who insubordinate duties delegated to them and their unprofessional conduct that affected female principals, 12(24.5%) however raised complaints on lack of physical development in their schools citing the board

of management members to be a hindrance to school development. All these they cited were brought about by discriminative behavior on female principals as leaders.

Grievances are handled promptly and fairly was rated high by respondents 24(49.0%) who disagreed and 14(28.6%) who strongly disagreed with a mean of 1.98. However, during interviews, 36(73.5%) admitted that they employed dialogue between conflicting parties which succeeded, 13(26.5%) employed open forums in order to deal with grievances at the work places. However, 49(100%) were of the view that teamwork in the school environment was found to be the best remedy to curb conflicts/grievances arising for a conducive work environment. The overall mean was 2.15. Findings therefore reveal that physical environment has a positive psychosocial effect on job satisfaction accounting for 19.4% variance.

### **5.2.3 Psychosocial and Work Condition effects of Stress on Job satisfaction of Female Principals in Public Secondary Schools**

The third objective sought to identify effects of stress on psychosocial and work condition on job satisfaction of female principals. The overall mean for job related stress was 3.86 as shown in Table 4.10 implying that female principals experience a lot of stress at work place. On the relationship between stress factors and job satisfaction indicated an inverse relationship ( $r=-.685$ ,  $P=.000$ ) implying that when female principals are subjected to more stress, the lesser they are satisfied with their job. Therefore, low job satisfaction was highly associated with stress levels. A significant regression equation was found  $F(1,47)=9.044$ ,  $P < 0.05$ , with an  $R^2=.685$ , where female principals predicted job satisfaction is equal to  $3.977-.663$  (stress factors) implying that a unit increase on stress factors decreased job satisfaction by 0.663. From the  $R^2$  value of .469, stress factors accounts for 46.9% of the total variation in job satisfaction.



Therefore, findings in Table 4.10 on stress factors revealed that among factors that stressed female principals most were; sex/age discrimination existing in the work place which was rated 39(79.6%) by respondents who strongly agreed with the statement indicating a mean of 4.12. This implied that there is a high degree of discrimination against female principals, however, 26(53.1%) cited through interviews that some students failed to do punishments or class assignments, while teachers at times insubordinate their professional duties, terming it difficult to work with a female head teacher who possess temper tantrums and lacking management skills of humans which made them to request for transfers at times. However, 19 (38.8%) mentioned proof of their credibility by applying “firmness” or “masculinity” on the job for work to be done.

Working overtime was also rated 40 (81.6%) by respondents with a mean of 3.98. When respondents were asked to mention aspects of their job that affect their job satisfaction those interviewed, 30(61.2%) complained about high workload of home and work, that they have to ensure they arrive early in school, attend to parents, make general supervision of school activities, ensure school programs are properly managed, ensure teachers are prompt in their teaching lessons and syllabus coverage. Although they also handle subjects in various classes, they cited difficulties with their classwork to cover the syllabus in time. That this made them carry office work or student’s work to complete at home, that is a factor that stressed them most.

Job demands also emerged as a factor of stress among female principals. Respondents 35(71.4%) agreed it stressed them with a mean of 4.20. During the interviews 30(61.2%) of the female heads in the reproductive age bracket cited that their workload had increased significantly in the resent years resulting in the evidence of stress among them, that this made it difficult for them to maintain firm boundaries between work place and their homes. Lack of

cooperation among respondents rated 30 (61.2%) presenting a mean of 3.88, an indication that female principals experience stress in dealing with teachers, students, and education stakeholders such as the PAs and BOM chairpersons,

Another factor that was found to affect job satisfaction of female principals was negative attitude at work place which was rated high by 26(53.1%) of respondents who agreed with the statement presenting a mean of 3.55. However, interview findings revealed by 25(51.0%) of respondents concurred that the society has determined that only male heads make good teachers, therefore many women continue being denied easy access to seeking leadership positions and that resulted to their underrepresentation. Other respondents, 12(24.5%) further reiterated that they face barriers in headship positions that at times they wished to give up because they become overwhelmed in dealing with obvious barriers, being termed as “unstable” leaders. The overall mean was 4. From these findings, it can be deduced that stress factors have negative significant psychosocial effect on female principal’s job satisfaction accounting for 46.9% of total variation on job satisfaction.

## **5.2 Psychosocial and Work Condition effects of Family Roles on Job satisfaction of Female Principals in Public Secondary Schools**

The final objective sought to determine effects of family roles on psychosocial and work condition on job satisfaction of female principals. Findings indicate that there is an adequate negative correlation between family roles and job satisfaction ( $r=-.528$ ,  $P<.05$ ). This implies that the more the family roles, the lesser the job satisfaction, therefore, negative job satisfaction due to family roles is a result of more job demands that exceed the family roles. Regression results indicate that family roles accounted for 27.9% change in job satisfaction ( $r^2=.279$ ), which was significant,  $F(1, 47)=18.208$ ). In addition, regression equation predicts job satisfaction as  $5.827-.833$  (family roles) which shows that family roles have an inverse

significant effect or contribution on job satisfaction. Therefore, the more the family roles increase, the lesser the job satisfaction becomes, hence family roles is a determinant of job satisfaction among female principals in Siaya County. In line with the above correlation and regression results, other factors found to affect female principals' job satisfaction in line with findings in Table 4.13 include: Family roles to do with additional responsibilities to care for older members of the family which stressed female principals. Respondents 30 (61.2%) and 13 (26.5%) agreed and strongly agreed to the statement with a mean of 4.14, implying that female principals are very dissatisfied with additional responsibilities, thus, experience stress in their professional work. During the interviews, 25 (51.0%) of the respondents complained that they found it difficult to balance between home and work roles, that beyond mothering the number of children, care of their husbands, adult children and grandchildren, the elderly and visitors stress them as female administrators. The number of children affecting management roles of female principals was rated 37 (75.5%) indicating a mean of 4.24.

Time taken by my job interferes with my family roles was rated high by 19(38.8%) of respondents who strongly agreed and 27(55.1%) agreed with a mean of 4.49. Further interviews with respondents 15(32.7%) recalled how at times they shortcut staff discussions and demanding assignments so that they can rush home to attend to their families. However, 12(24.5%) said that they often leave the office without completing assignments to attend to their spousal responsibilities. Six (12.2%) of respondents with more than three children said they usually leave school to return home at 5.00 or 6.00pm with all the home chores awaiting them, this they said affected their morale and health at work because most of the time they experienced burnout and exhaustion at work due to longer hours of work. Finally, respondents 21(51.0%) found difficulties in balancing home and work responsibilities indicating a mean of 3.65 which was as a result of high work load and long working hours.

The overall mean was 3.31 and accounted for 27.9% inverse change in job satisfaction. Therefore, family roles is a determinant of job satisfaction in Siaya County.

### **5.3 Conclusion of the Findings**

#### **5.3.1 Psychosocial and Work Condition effects of Physical facilities on Job Satisfaction of Female Principals in Public Secondary Schools**

From the study findings in Table 4.4, psychosocial and work condition effects of physical facilities on job satisfaction of female principals are; inadequacies in classrooms, furniture, laboratories, instructional materials and dormitories. However, majority of respondents raised complaints in dealing with the Board of Management members who delayed school development plans by failure to approve budgets in time like the school programs and tendering procedures. This they claimed was as a result of negative attitudes and a patriarchal mindset in the society.

#### **5.3.2 Psychosocial and Work Condition effects of Physical Environment on Job Satisfaction of Female Principals in Public Secondary Schools**

The physical environment is very paramount to any success in a given objective to accomplish. In most cases, poor work conditions will lead to unaccomplished goals. Job satisfaction also depends on environmental factors in different ways and therefore the two must align. This study however, found that psychosocial and work condition effects of physical environment included; teacher's efforts that are not recognized through citations and rewards, implying that motivation of teachers is a factor of concern for academic achievement of learners; the workplace was not physically comfortable for work in line with lack of interest on the job and the intention to exit the job. The workplace is not well maintained involving difficulties in dealing with some teachers and the BOM members. Respondents found difficulties in handling grievances promptly and fairly. Therefore, 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 and work condition effects on job satisfaction of female principals.

### **5.3.3 Psychosocial and Work Condition effects of Stress on Job Satisfaction of Female Principals in Public Secondary Schools**

Another factor that determines job satisfaction levels is stress factor. There was extremely high levels of stress which could be attributed to too much work over load, working overtime, difficulties in maintaining firm boundaries between work place and family roles due to job demands, discrimination and interference of private life and work, sex/age discrimination and negative attitude at work, and society's determination that only males make good leaders. The psychosocial and work condition effects of these factors are seen to negatively impact on job satisfaction resulting to demotivation and intention to quit among female principal in Siaya County.

### **5.3 psychosocial and Work Condition effects of Family Roles on Job Satisfaction of Female Principals in Public Secondary Schools**

Traditionally, family roles was more valued as compared to any other aspect. Apparently, these roles are still very important to the well-being of a family which is the basic foundation of a community. Interference of any other aspect or factor on the progress of the family may reversely affect any task. In reference to the present work, over-engagement in work activities consume a lot of time that negatively impacts on family roles. Difficulties in balancing work and family roles due to job demand leads to low job morale coupled with the number of children one has. Childcare and additional responsibility of caring for the elderly and marriage can be difficult to realign with any other work goals. This leads to low job satisfaction. The conclusion was that more involving psychosocial effects of family roles negatively affect job satisfaction of female principals.

## **5.4 Recommendations**

The following recommendations were drawn

1. Stress factors took the lead among psychosocial and work condition effects on female principals' job satisfaction. Therefore, the MOE should device a policy on stress management to guide and counsel female principals in their administrative roles so as to sufficiently support them to manage stress at work.
2. The government should devise better work place policies to create a balance between work and family roles among female principals in order to avoid psychosocial and work condition effects on female principals' job satisfaction for improved work performance.
3. Female principals should be more purposeful about working on their personal factors that hinder them from taking their rightful place in the society by working out psychosocial and work condition effects on job satisfaction by consciously seeking mentoring and training from those who have excelled in leadership positions.

## **5.5 Suggestions for Further Research**

1. Female principals were found to experience high stress levels. There is need for a similar research to be conducted in higher institutions of learning to establish psychosocial and work condition effects of stress in order to determine job satisfaction levels of workers.
2. Further research should address the need for family friendly work- place policies to support female principals in their dual roles of home and work in order to improve administrative tasks in schools and therefore improve on their job satisfaction.
3. The study can be generalized in other counties and Kenya as a whole because female principals are employees of the TSC and are guided by the same policies and work under the same conditions. Therefore, there is need for a similar study to be conducted among male principals to establish the effects of psychosocial and work conditions in secondary schools to ascertain the level of job satisfaction.

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## APPENDICES

### APPENDIX A: JOB SATISFACTION SURVEY QUESTIONNAIRE

Please respond to all items given below by circling your response using the following scales:

Very Satisfied (VS=5), Satisfied (S=4), Neither Satisfied nor Dissatisfied (NS/D=3).

Dissatisfied (D=2), Very Dissatisfied (VD=1).

S/NO.	Items	VD	D	NS/D	S	VS
1.	I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job.	1	2	3	4	5
2.	Teaching is an interesting job to me.	1	2	3	4	5
3.	I feel satisfied with my professional ability in doing my job.	1	2	3	4	5
4.	I am happy with cooperation I receive from school management team.	1	2	3	4	5
5.	Monthly salary is sufficient to meet all important expenses.	1	2	3	4	5
6.	I am happy with the cooperation I receive from my workmates	1	2	3	4	5
7.	I feel comfortable with the present level of responsibility in my job.	1	2	3	4	5
8.	I enjoy much freedom in my place of work.	1	2	3	4	5
9.	I feel satisfied with the recognition I have in the community.	1	2	3	4	5
10.	I am satisfied with opportunities for workshops organized within and outside school.	1	2	3	4	5
11.	I am satisfied with the schools` physical facilities.	1	2	3	4	5
12.	I am satisfied with the geographical location of school.	1	2	3	4	5
13.	I am not interested in looking for another well-paying job.	1	2	3	4	5
14.	I am comfortable with care I receive from my immediate supervisor (s).	1	2	3	4	5
15.	I am comfortable with the rewards I get from doing a good job.	1	2	3	4	5
16.	I am comfortable with flexible work procedure.	1	2	3	4	5
17.	I have sufficient professional authority and autonomy.	1	2	3	4	5
18.	I put extra effort to accomplish my tasks.	1	2	3	4	5
19.	I am satisfied working extra hours.	1	2	3	4	5
20.	Availability of pleasant physical environment.	1	2	3	4	5
21.	Number of personnel is sufficient to run school.	1	2	3	4	5
22.	Comfort ability of work under existing environment.	1	2	3	4	5
23.	My contribution in the school is valued.	1	2	3	4	5
24.	I enjoy collegial relationship with teachers.	1	2	3	4	5
25.	I am satisfied with the support I get from my supervisors.	1	2	3	4	5
26.	I would not like to be transferred to another school.	1	2	3	4	5
27.	I am satisfied with work conditions in my school.	1	2	3	4	5
28.	My job offers me opportunity for advancement.	1	2	3	4	5
29.	I feel satisfied with opportunities for training and professional development available.	1	2	3	4	5
30.	I feel protected against arbitrary dismissal from my current employment.	1	2	3	4	5

31. I am satisfied with support I get from my supervisors.	1	2	3	4	5
32. Comfort ability with in-service training opportunities.	1	2	3	4	5
33. I am satisfied with the management of students in my school.	1	2	3	4	5
34. I have the materials and the equipment that I need to do my work right.	1	2	3	4	5
35. I feel stressed with too much workload.	1	2	3	4	5
36. My work place is secure at all times.	1	2	3	4	5

---

**Source: Adopted from Spector (1997)**

## APPENDIX B: FEMALE PRINCIPAL QUESTIONNAIRE

This questionnaire is designed to examine effects of psychosocial and work conditions on job satisfaction of public secondary school female principals in Siaya County. This information will be useful in understanding what it means to bring about change and professional experiences to facilitate administrative leadership roles of female principles and hopefully, provide guidelines that would be useful to policy makers and organizations responsible for developing in service programs for principals. Please answer questions in all sections.

### Section 1: Background Information

Complete the items by placing the answers in the spaces provided.

Indicate whether your school is

1. Boarding.....
2. Day.....
3. What is the category of your school.....

### Female Principal Questionnaires

#### 1. Psychosocial and Work Condition effects of Physical Facilities on Job Satisfaction of Female Principals in Public Secondary Schools

Please rate the adequacy of physical facilities in supporting education mission by choosing Very Adequate (VA=5), Adequate (A=4), Neither Adequate nor Inadequate (N A/ I= 3), Inadequate (I=2) and Very Inadequate (VI=1). Circle your response.

Facilities Ratings	VA	A	NA/ I	I	VI
1. Adequate classrooms.	5	4	3	2	1
2. Adequate furniture.	5	4	3	2	1
3. Adequate laboratories.	5	4	3	2	1
4. Adequate instructional materials.	5	4	3	2	1
5. Adequate libraries.	5	4	3	2	1
6. Adequate playground.	5	4	3	2	1
7. Adequate dormitories.	5	4	3	2	1
8. Adequate recreational facilities.	5	4	3	2	1
9. Adequate dining halls.	5	4	3	2	1
10. Adequate health facilities for student emergency.	5	4	3	2	1
11. Adequate toilets/ Latrines.	5	4	3	2	1
12. Adequate staffrooms.	5	4	3	2	1



## 2. Psychosocial and Work Condition effects of Physical Environment on Job

### Satisfaction of Female Principals in Public Secondary Schools

Please indicate your level of agreement with the following statements by choosing: Strongly Agree (SA), Agree (A), Neutral (N), Strongly Disagree (SD) and Disagree (D). Circle your response.

Statements	SD	D	N	A	SA
My school location is appropriate.	1	2	3	4	5
My work place is safe and secure.	1	2	3	4	5
My work place is well maintained.	1	2	3	4	5
The necessary information systems are in place and accessible.	1	2	3	4	5
My workplace is physically comfortable for work	1	2	3	4	5
My school's fiscal well-being is stable.	1	2	3	4	5
School environment is conducive for work.	1	2	3	4	5
Grievances are handled promptly and fairly	1	2	3	4	5
Teacher's efforts are recognized through citations and rewards.	1	2	3	4	5
Generally I am impressed with the physical work environment at school.	1	2	3	4	5

## 3. Psychosocial and Work Condition effects of Stress on Job Satisfaction of Female

### Principals in Public Secondary Schools

Please indicate your level of agreement with the following statements by choosing: Strongly Agree (SA), Agree (A), Neutral (N), Strongly Disagree (SD) and Disagree (D). Circle your response.

Statements	SD	D	N	A	SA
Lack of management skills stress me.	1	2	3	4	5
I experience burnout on the job	1	2	3	4	5
Negative attitude exist at workplace	1	2	3	4	5
Lack of cooperation stress me.	1	2	3	4	5
Working overtime stress me.	1	2	3	4	5
Difficulties in working with school stakeholders.	1	2	3	4	5
Sex/age discrimination exist at work.	1	2	3	4	5
Demands of the job stress me.	1	2	3	4	5

**4. Psychosocial and Work Condition effects of Family Roles on Job Satisfaction of Female Principals in Public Secondary Schools**

Please indicate your level of agreement with the following statements by choosing: Strongly Agree (SA), Agree (A), Neutral (N), Strongly Disagree (SD) and Disagree (D). Circle your response.

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
Demands of my job interfere with my home and family life.	1	2	3	4	5
Time taken by my Job interferes with my family roles.	1	2	3	4	5
My family is stressed because of my working hour and job responsibilities.	1	2	3	4	5
My job produces strain making it difficult to fulfill family duties.	1	2	3	4	5
Due to job demands, I have to make changes to my plans for family activities.	1	2	3	4	5
Domestic work hinder my management position.	1	2	3	4	5
I cannot adjust my role easily at work or with my family.	1	2	3	4	5
The number of children I have affects my role.	1	2	3	4	5
Parenting affects my management position.	1	2	3	4	5
My family understands my working situation/demands.	1	2	3	4	5
Difficulties in balancing home and work responsibility.	1	2	3	4	5
Family role to do with additional responsibility to take care of older member of family stress me.	1	2	3	4	5

**SECTION 3: Open-ended Questions**

1. What challenges have you experienced in relation to job satisfaction?

.....  
 .....

2. What have you done to cope with the challenges?

.....  
 .....

3. What other aspects of your job significantly affect your overall job satisfaction?

.....  
 .....

### **APPENDIX C: INTERVIEW QUESTIONS FOR FEMALE PRINCIPALS.**

1. What satisfies you on the job as a female principal?
2. What is your relationship with teachers, students and parents?
3. What problems do you experience with students teachers and parents?
4. What causes you to feel dissatisfied on the job?
5. What are the things you would change about your leadership position?
6. What contributes to your job satisfaction in school?
7. Can you comment on work conditions in your school?
8. what does it mean to be a principal whose job satisfaction is high?
9. How does home and work roles affect your satisfaction as a principal?
10. How do you deal with some of the obstacles you encounter in your position as a principals?

**APPENDIX D: ETHICAL RESEARCH LETTER.**



**MASENO UNIVERSITY ETHICS REVIEW COMMITTEE**

Tel: +254 057 351 622 Ext: 3050  
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya  
Email: muerc-secretariate@maseno.ac.ke

**FROM:** Secretary - MUERC

**DATE:** 27<sup>th</sup> January, 2020

**TO:** Beatrice Akinyi Onyango  
PG/PHD/000152/2013  
Department of Educational Management and Foundations  
School of Education, Maseno University  
P. O. Box, Private Bag, Maseno, Kenya

**REF:** MSU/DRPI/MUERC/00752/19

**RE: Effects of Psychosocial and Work Conditions on Job Satisfaction of Public Secondary School Female Principals in Siaya County, Kenya. Proposal Reference Number MSU/DRPI/MUERC/00752/19**

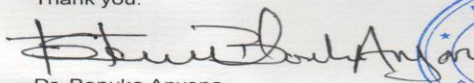
This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 27<sup>th</sup> day of January, 2020 for a period of one (1) year. This is subject to getting approvals from NACOSTI and other relevant authorities.

Please note that authorization to conduct this study will automatically expire on 26<sup>th</sup> January, 2021. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 15<sup>th</sup> November, 2020.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 15<sup>th</sup> November, 2020.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.

  
Dr. Bonuke Anyona,  
Secretary,  
Maseno University Ethics Review Committee.








Cc: Chairman,  
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



**APPENDIX E: RESEARCH PERMITT**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: <b>826133</b>	Date of Issue: <b>10/February/2020</b>
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Miss.. BEATRICE AKINYI ONYANGO of Maseno University, has been licensed to conduct research in Siaya on the topic: <b>EFFECTS OF PSYCHO-SOCIAL AND WORK CONDITIONS ON JOB SATISFACTION OF PUBLIC SECONDARY SCHOOL FEMALE PRINCIPALS IN SIAYA COUNTY, KENYA.</b> for the period ending : <b>10/February/2021.</b></p>	
License No: <b>NACOSTI/P/20/3853</b>	
<b>826133</b> Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

## APPENDIX F: RESEARCH AUTHORIZATION LETTER

### TEACHERS SERVICE COMMISSION

Telephone:  
E-mail: [cdirsiaya@tcs.go.ke](mailto:cdirsiaya@tcs.go.ke)  
Web: [www.tsc.go.ke](http://www.tsc.go.ke)  
When replying please quote  
Ref Date:



COUNTY OFFICE  
SIAYA COUNTY  
2<sup>ND</sup> FLOOR  
P.O.BOX 622,  
SIAYA

Our Ref: AUTH/LTR/21/02/2020

Date: 21/2/2020

Your Ref:.....

### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION LETTER FOR BEATRICE AKINYI ONYANGO  
:PG/PHD/00152/2013; RESEARCH STUDY ON : " Effects of Psychosocial And Work  
Conditions on Job Satisfaction of Secondary School Female Principals in Siaya County,  
Kenya"**

The above subject refers.

The bearer of this letter is a student at Maseno University. She has been authorized to carry out a research study on "*Effects Of Psychosocial And Work Conditions On Job Satisfaction Of Secondary School Female Principals in Siaya County, Kenya*"

Kindly accord her any necessary assistance she requires.

Yours sincerely,

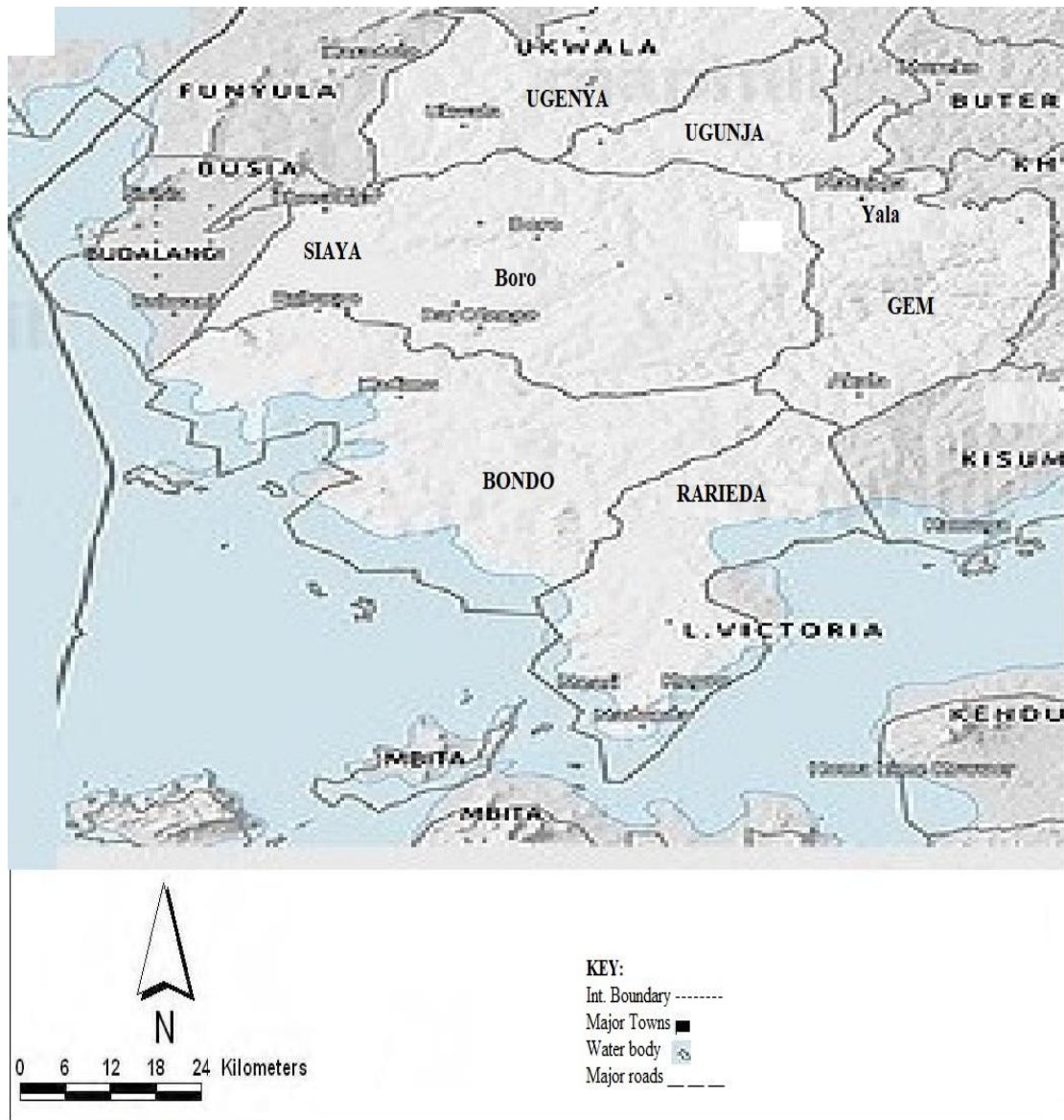
**GIDEON O. NANDI**

For: TSC COUNTY DIRECTOR

SIAYA COUNTY

COUNTY DIRECTOR  
TEACHERS SERVICE COMMISSION  
SIAYA

**APPENDIX G: MAP OF SIAYA COUNTY**



*Map of Siaya County*  
**Source: Republic of Kenya (2009). Economic Survey Plan.**

**APPENDIX H: POSITION OF SIAYA COUNTY IN KENYA**





**APPENDIX I: CATEGORY OF SCHOOLS IN SIAYA COUNTY HEADED BY  
FEMALE PRINCIPALS (No=55)**

**NATIONAL SCHOOLS**

1. Ngiya Girls High School (Boarding)

**EXTRA COUNTY SCHOOLS**

(BOARDING SCHOOLS)

1. Bishop Okoth, Mbaga Girls
2. Nyamira Girls
3. Nyamonye Girls
4. St. Mary's Lwak Girls
5. Sega Girls
6. Nyawara Girls
7. Aluor Girls
8. St. Francis Rangala Girls

**SUB- COUNTY SECONDARY SCHOOLS**

( BOARDING/ DAY SCHOOLS)

- |                                 |                              |
|---------------------------------|------------------------------|
| 1. Ulowa Girls (Day)            | 6. Gagra Mixed boarding      |
| 2. Gumbo Rambira Girls (Day)    | 7. Got Matar Mixed boarding  |
| 3. Lifunga Girls (Day)          | 8. Got Abiero Mixed boarding |
| 4. Mbeka Girls (Boarding)       | 9. Hono Mixed boarding       |
| 5. Gulik Uradi Girls (Boarding) | 10. Ralak Boarding/ Day      |

( MIXED –DAY SECONDARY SCHOOLS)

- |                          |                           |                      |
|--------------------------|---------------------------|----------------------|
| 1. Mago                  | 17. Ambrose Adeya Adongo  |                      |
| 2. Uyawi                 | 18. St Mathews Saradidi   | 33. Dirk Allison Gsm |
| 3. Nyabenge              | 19. St Lukes Luoro        | 34. Lwanda Kathieno  |
| 4. Usire                 | 20. Holly Cross           | 35. Augustine Ogeda  |
| 5. Gobei                 | 21. St Christopher Palpal | 36. Got Oyenga       |
| 6. Kapiyo                | 22. Matera                |                      |
| 7. Kaudha                | 23. Sega Township         |                      |
| 8. Ramula                | 24. Nyabera               |                      |
| 9. Malele                | 25. Nduru                 |                      |
| 10. Apuoyo               | 26. Siriwo                |                      |
| 11. St. Peters Wagai     | 27. Majengo               |                      |
| 12. St. Marks Kagilo     | 28. Masala                |                      |
| 13. Antony Pala Kobong,  | 29. Ndira                 |                      |
| 14. St. Joseph Nyalula   | 30. Ngunya                |                      |
| 15. Ulafu                | 31. Sirinde               |                      |
| 16. St. Stephen's Usingo | 32. Karapul               |                      |

## APPENDIX J: INTERVIEW MATRIX

TRANSCRIPT	THEMES	SUB – THEMES
<p><b>Question 1 – OB. 2</b> What satisfies you on the job as a female principal?</p>	<p>Respondents said that their schools performed exemplary well for the last seven years in KCSE exams because of working tirelessly to ensure they maintained steady academic results. This is a factor that stressed them although they were impressed with learner performance. 13</p>	<p>Job satisfaction.  Stress factor.</p>
<p><b>Question 2: - OB. 2</b> What is your relationship with teachers, students and parents? “Our school has no standard library as well as laboratory. Students share resources and classrooms congested BOM members are not cooperative when it comes to decision-making and approval of school budget. This means they don’t trust my leadership”</p>	<p>Respondents lack physical development in their schools citing lack of cooperation between them and school stakeholders as a hindrance to school development. 12</p> <p>Respondents concurred that society had determined that only males make good leaders, therefore many women continue to experience negative attitudes at their work places. -25</p>	<p>Poor work relations  BOM lack of trust on female principals Negative attitudes</p>
<p><b>Question 3 -OB. 2</b> What problems do you experience with students, teachers and parents?  “ I am not really satisfied with my job, but there are factors that make me feel dissatisfied as: workload, uncooperative staff, gender discrimination and lack of satisfaction with my private life due to job demands”</p>	<p>Respondents cited lack of teamwork, poor social relations, poor decision making, resulting to workplace conflicts -24</p> <p>Respondents raised challenges in working with some difficult teachers who insubordinate duties delegated to them and their unprofessional misconduct- 11</p> <p>Respondents agreed that increased administrative responsibilities are now a common place for female principals, that some work dimensions are major sources of stress/ burnout especially in dealing with difficult behaviors of students and teachers- 27</p> <p>When posted to a new school, respondents said that the community doubted their leadership in mixed day secondary schools. Their preference was a male principal. - 10</p>	<p>Uncooperative teachers  Work load  Discrimination  Conflicts</p>
<p><b>QUESTION 4. OB. 1</b> What causes you to feel dissatisfied on the job?</p>	<p>Lack of support from BOM members especially during budgeting and tendering procedures as they fail to approve school programs at times, hence delay of school projects. -27</p> <p>Respondents in mixed day secondary schools and boarding schools reported theft and destruction of laboratory items respectively.-18, 10.</p> <p>Some male and female deputy principals were not active in terms of supervision of learning resources</p>	<p>Lack of support, theft and destruction of library and laboratory items.  Laxity on the job  Lack of adequate facilities in sub-county schools.</p>

	<p>indicating that they were not ready to work with female principles -10</p> <p>Respondents said that their school are not fully established for example, dining halls cannot accommodate all students, some have to dine outside-16. Some respondents said the school topography made toilets to sink and so temporary ones were constructed for teachers and students-4</p> <p>Most sub-county schools experience psychosocial effects in the process of construction due to lack of team work, cooperation which was sometimes absent.-10</p>	
<p><b>QUESTION 5 -OB.</b> What are the things you would change about your leadership position?</p>	<p>Respondents were not open to respond to this question as they said it needed time for rethinking.</p>	
<p><b>QUESTION 6 – OB. 2</b> What contributes to your job satisfaction in school?</p>	<p>Respondents said they performed well by following the laid down policies, met deadlines, planned ahead of time, involved school stake holders in school development plans and progress, stuck to the calendar, This improved the general outlook of schools – 7</p> <p>Respondents said that their schools have consistently performed exemplary well for the last seven years of working tirelessly to ensure they maintained steady academic results, this caused stress to them although they were also impressed with learner performance. – 13</p>	<p>Improved school curriculum in boarding schools.</p> <p>Cooperation</p> <p>Stress factor</p>
<p><b>QUESTION 7 – OB. 3</b> Can you comment on work conditions in your school ?</p>	<p>Respondents said that they requested fo transfers in other schools terming the work environment as stressful and not favoring them – 4</p> <p>Respondents cited difficulties in their work stations when dealing with the BOM members and some politicians who influence the development activities in schools ... 10</p> <p>Respondents cited long distance to work with impassible roads during rainy seasons causing absenteeism and lateness to school among teachers and students in mixed day schools. -12</p>	<p>Poor work environment. Stress factors</p> <p>BOM members and politicians influence development activities.</p>
<p><b>QUESTION 8 – OB. 2</b> What does it mean to be a principal whose job satisfaction is high?</p> <p>“ In line with my responsibilities, one can imagine how complicated</p>	<p>Respondents raised complaints about working overtime due to administrative requirements as they have to wake early to be in school to attend to parents, make general supervision of school activities, ensure running of school programs and teachers to be prompt in teaching their lessons thus makes them happy because it confirms that they have the desire and love for their work. This was</p>	<p>Stress. Job satisfaction.</p>

<p>and difficult the school tasks head teachers carry out. Therefore, it is not surprising if I express myself in frustrations...I am prone to burnout and this affects my performance and happiness as a school leader”</p>	<p>expressed by female principals from boarding schools.-30</p>	
<p><b>QUESTION 9 – OB. 4</b> How does home and work roles affect your satisfaction as a principal?</p> <p>“When my children are sick I have to attend to them, I cannot attend school when my husband is sick, I have to attend to him; when my house help goes away without notice, I have to miss school and care for my children. At times I come to school late and leave early.”</p>	<p>Respondents said they employed “masculinity” where they realized that they were being looked down upon as weak entities. 30</p> <p>Respondents cited that combined responsibilities of the job and family demands are a challenge and a disadvantage for some female principals in leadership positions at times. 12</p> <p>Respondents said that the number of children and family size made female principals to make choices whether to take leadership positions or not. They were not ready to relocate because of difficulties in adjusting to a new environment which would take a longer time and fear of transfer of their children -10</p>	<p>Demands Role conflict</p>
<p><b>QUESTION 10 – OB. 2</b> How do you deal with some of the obstacles you encounter in your position as a principal?</p>	<p>Respondents said they employed “Masculinity” where they realized that they were being looked down upon as weak entities– 30</p> <p>In dealing with grievances at the workplace, respondents indicated that they employed dialogue between conflicting parties which succeeded at times or failed...36</p> <p>Respondents said that they initiated open forums in order to deal with grievances at the work place. 13</p> <p>Other respondents were of the view that team work in the school environment was found to be the best remedy to curb conflicts or grievances arising at the work place for a conducive work environment. 49</p> <p>Respondents supported that they would prefer a work environment similar to their home environment to improve their satisfaction level at home and school. -49</p>	<p>Dialogue Open forums Team work Job satisfaction</p>

**KEY : Objectives:**

- OB. 1 –Determine psychosocial and work effects of physical facilities on job satisfaction of female principals.
- OB.2 –Examine psychosocial and work condition effects of physical environment on job satisfaction of female principals.
- OB. 3 –Analyze psychosocial and work condition effects of stress on job satisfaction of female principals.
- OB. 4- Determine psychosocial and work condition effects of family roles on job satisfaction of female principals.