

**WORK ENVIRONMENT AND PERFORMANCE OF TEACHERS IN
MASINGA GIRL'S SECONDARY SCHOOL IN MACHAKOS
DISTRICT, KENYA**

**A Research Report
Presented to the
Institute of Continuing and Distance Studies
Kampala International University.**

**In Partial Fulfilment for the Requirement for the Degree
Of Bachelor of Education Science and Guidance and Counselling
of Kampala International University**

By

EMILY AFANDI ESUHA



August, 2007

DECLARATION


I, Afandi Esuha, declare that this piece of work has been out of my entire effort and has never been presented in any other institution.

Signature.....

Date.....14/08/07.....

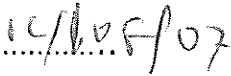
APPROVAL

This Research Report has been submitted under my supervision as a University Supervisor.

Signature.....

KAMAGARA EDSON

SUPERVISOR

Date.....

DEDICATION

This piece of work is dedicated to my husband and Children because of the love we share.

ACKNOWLEDGEMENT

I would love to acknowledge the following persons in their capacities who have contributed towards my education and the generation of this piece of work;

Sincere thanks are extended to my Supervisor Mr. Kamagara Edson for his advice and guidance that saw me through this presentation. I will never forget his care and may God bless him so much.

My family especially my parents, sisters and brothers for loving and praying for me while I pursued my studies.

ABSTRACT

The study set out to establish the extent to which factors within the work environment affected the performance of teachers in Secondary schools in Kenya. It was guided by a number of objectives which were; to determine the profile of the respondents, to determine the factors within the work environment of teachers and to determine the significant relationship between work environment and performance of teachers. It was undertaken in Masinga Girls Secondary School in Machakos District, Kenya. The study was carried out using a self-administered questionnaire to the teachers and students. The hypotheses of the study were verified using the Pearson Product Moment Correlation based on certain conditions that described the data.

The study results indicated that there is a relationship between factors within the work environment and performance of teachers in Masinga Girls Secondary School. It was indicated that if teachers perceive negatively of the elements in their work environment, their performance is likely to be dragged.

From the study results, there was a need to provide good working environment for teachers in terms of working conditions, facilities and resources, motivation and good communication.

Based on the findings, it was concluded that working conditions, communication, facilities and resources, motivation, teachers' qualities, classroom management and teaching methods are all important factors in the teachers' environment affecting the performance.

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PROBLEM AND ITS SCOPE

INTRODUCTION

1.1 RATIONALE OF THE STUDY

Masinga Secondary school was started in around 1940s by the British Missionary group who were involved in the colonisation process. However, it was latter on handed over to the Government of Kenya when the British administration handed over power to the Africans. Currently, the school has 28 teachers and 500 students. The school runs from one to four with three classes each (X, Y and W). It has long been known that employees' behaviour and attitudes are affected by the nature of work they do and the environment in which they do it. Attempts have been made to discover optimal designs of work and workplaces for maximum organizational and employee results. These attempts have increased in quantity and scope as a response to international competition, lagging productivity and product quality and new expectations with respect to the quality of work life. This study will attempt to examine factors within the work environment that affect performance of both the workers within the organization and the organization itself.

According to Heneman et al, (1997), employees and their contribution to the organization are affected by conditions in their work environment. The design of jobs and the subsequent relationships with the jobs are important elements in enhancing employee satisfaction and commitment. This can be addressed by adding more tasks and responsibility to make the job more challenging and/or more compatible with abilities and motivation of

the employees. Organizations may develop 'quality circles' or groups of managers and employees that formally solicit ideas to improve product quality and productivity.

This will help modernize workplaces and put them at par with best practices utilised by other well performing organisations else where. Good work environment provides the necessary support and awareness for expression, for example functioning technology and the opportunity to be heard when problems occur.

Work environment may therefore, be examined in two broad spheres -the internal and the external environment. The internal environment of an organisation consists of its social systems including the way work groups are organized, the process of integration, its technical system or the way work is organised and carried out so as to deliver products and services to the stakeholders. It therefore follows that the internal environment in any organisation is made up of the social system or group interaction, and the technical system or work activities together with control procedures. However, this internal environment is increasingly being shaped by the use of technology e.g. computers. The external environment on the other hand affects the organization through forces of competition. These may include economic and social trends, developments in new technology, and government interventions

This study is a response to growing concern by the public about what they term as poor performance of teachers in Kenya Secondary schools and poor attitude observed amongst teachers.

Behaviours emanate from the performer and transform performance from abstraction to action.

The study will also examine the performance management practices employed by management in managing performance of the teachers and will basically concentrate on the internal environment of the health institutions to include employee influence and involvement in decision-making and work systems including work design, supervisory styles and the entire performance management of employees. In addition, the study will evolved around the three major building blocks of work environment such as, goal setting, job design and participative work groups. The researcher will examine the performance management practices in one health facility that is said to be performing well and make a comparison with the government facilities. Consumers of the health services and other stakeholders will also be included in the study.

The researcher is convinced she will be able to administer the study effectively because she has lived in Kenya for all her time and has observed all the challenges the teachers are going through given that she is also a teacher. In addition, she has had enough of introduction to research methodology in which she has dealt with courses associated with data collection and general Research management.

Theory

The study is based in the philosophical observations of Hackett Penny (1998) who believes that since organizations are complex and exist in contradictory creations, no single perspective or theory can explain them adequately. We need to see them from several view points each of which will illuminate one aspect or feature- while at the same time obscuring others. There are therefore a number of theories that can explain the relationship between the organizational environment and performance and whether factors within the environment have an effect in improving management of organizational effectiveness and performance.

The study is also based on the work environment and performance by looking at the Social psychologists. (Veitch and Arkkelin, 1995; Gardner and Stern, 1996, Sommer, 1999) have become central participants in a relatively new field, environmental psychology, which considers the effects of people's surroundings on their social behaviour and performance. Environmental psychology examines the interrelationships between the physical and the social environment and their impact on behaviour and work performance.

Social psychologists working with architects biologists, geographers, economists and environmental scientists, have sought to answer a variety of questions about the way in which we are affected by our environment, as well as the opposite question concerning the impact of our behaviour on the environment. Aesthetically pleasing surroundings lead to more favourable

judgments about others than do unpleasant surrounding (Jennifer A. Veitch)

Research evidence shows that pleasing surroundings lead to more favorable judgment about others than do unpleasant surroundings. In addition kind of environment affects more subtle factors such as the amount of client disclosure in a therapy setting. What constitutes an optimum environment? A healthy environment is one in which the potential for physical stressors is minimized and conditions are created that allow people to do what they need to in the space. "Veitch noted" , "But while there are codes and guild lines that are used when specifying proper conditions for an environment, new information is uncovered that requires the guild lines to be revised".

Performance can certainly be affected by an environment but according to (Veitch), the way in which it is affected depends on a number of factors. The affects depends on the task, the particular environmental feature that is in question and on the individual. Sometimes the consequences of environmental stressors are not immediately apparent but become clear later. People can sustain performance levels on simple tasks even when exposed to loud, uncontrollable and unpredictable noise. However they show negative after effects when the noise ends, such as poorer performance and lower tolerance to frustration.

Reflecting Maslow's humanistic theory of motivation, job enrichment programs attempt to increase intrinsic motivation by making jobs more fulfilling and providing workers with

opportunities for growth. A job is most intrinsically motivating and satisfying when it provides. (Hackman and Lawber, 1971)

- Skill variety, variety of tasks must be performed requiring many talents and skills
- Tasks identify. A “where” product is completed from beginning to end.
- Task significance. Tasks have impact on the lives or work of other people.
- Autonomy. The worker has some freedom to determine work procedures and schedules.
- Job feedback. Job provides clear feedback about performance and effectiveness

Job enrichment has promoted better work outcomes in manufacturing plants, white collar jobs, schools, institutions and other work settings.(Vander Vegt et al. 1998) job enrichment improved performance, lowered absenteeism and reduced turn over (Wexley and Yuki 1977) learning theories predicts that performance will increase when reinforcers are made contingent on productivity. Money is not the only external incentive that modifies performance. The Emory Air Freight Corporation used praise and recognition to reinforce desired employee behaviour, and a large department store improved the performance of its sales people by reinforcing them.

In view of the above, the researcher thinks that once a worker feels satisfied with the job, obtains positive feedback about their performance and knows that his/her efforts are appreciated by the stakeholders, the worker is puts in more effort in view that he/she will be appreciated more. Organizations should be treated

as open systems which are continually dependent upon and influenced by their environments. The basic characteristic of the enterprise as an open system is that it transforms inputs into outputs within its environment. Systems theory is basically concerned with problems of relationships, of structure and of interdependence. As a result there is a considerable emphasis on the concept of transaction across boundaries- between the system and its environment and between the different parts of the system. This open and dynamics approach avoided the error of the classic, bureaucratic and human relations theorists who thought of organizations as open systems and analysed their problems with their reference to their internal structures and processes of interaction, without taking account either of external influences and the changes they impose in the organization.

In line with the above observations, it is also claimed that performance management in its wider context, is affected the two factors the internal and external environments of the organisation. Hence, the study will attempt to find out the relationship between work environment and the performance of teachers in Secondary Schools in Kenya.

REVIEW OF RELATED LITERATURE

According to Dozie, Love, and Treloar, in Armstrong (2001), the role of the physical properties of work setting and environment, as well as management processes over time, in bringing about improved organizational performance in terms of management effectiveness and increased productivity, has been noted by several authors (Uzee, 1999, Bordass, 1993; Williams et al 1985). Office space is a tool that can be leveraged to improve business results and help achieve the corporation's objectives, as Mohr (1996) reported. Nevertheless other authors such as Steele (1986) and Brown (1996), claim that organizational ecology, or patterns of relationships between workers and the characteristics of work settings is not well understood. Perhaps a combination of the above factors would make a more effective work environment, which would contribute to improved organization performance.

According to Edgar Dale Teaching aids are devices which present units of knowledge through auditory or visual stimuli concretize the knowledge to be presented and thus help in making a learning experience appear real, living and vital. They supplement the work of the teacher and help in the study of textbooks.

Edgar Dale bases his classification upon the kinds of experiences presented through the aids. He calls it the cone experience. The range of experiences through audio-visual aids, as classified by him is between direct experience and pure abstraction. The author desires the cone to be a visual metaphor of learning experiences depicting the various terms in the order of

increasing abstractions as one proceeds from direct purposeful experiences which is the bedrock of all education.

The second stage involves the use of contrivances like models. Dramatics invoke a reconstructed experience and step in where contrivances fail. Participation is better than mere watching observation, therefore, comes upper most in education and this category includes terms like demonstrations, field trips, exhibits, motion pictures, radio, recording and pictures

In summary the teaching aids involves' periodicals, books, newspapers, film-strips, models, graphics and charts, pictorial materials, globes and maps, tape records, photographs, radio, motion pictures and television.

A teacher has a responsible role to fill, his tasks are many and varied. He transmits knowledge, directs social research, censors information collected by pupils and may also advise them in choosing their careers and friend. The teacher must become the leader of the local community, its interpreter and informer. He must be able to transform the school into a centre of social reconstruction for a new social order.

The success of education for world citizenship depends on the daily work of the teacher in general. Educational reforms sometimes have their beginnings in the classroom and some times out of it, but always must they be approved by the teacher and used on the classroom before they can take affect. Therefore the civilization of the future must inevitably look to the teacher for

much help in the effort to and war before war ends humanity. As a matter of fact, the teacher of citizens of the future is one of the most important agents for promoting goodwill and preventing chaos.

In short, teachers should approach as nearly as possible the ideals of a skillful teacher, a student leader, a worthy colleague a good citizen, a participant in community affairs and a scholar who keeps a breast of education, and contemporary affairs. Only then will he be able to deliver the goods of proper quality (performance).

In summary, teacher should have these qualities: well equipped in a academic qualifications; an expert in the methodology of teaching, a scientist as well as an artist; breath of outlook and width of understanding a person of integrity; a person of sound professional ethics; an interesting person; a good citizen; widely traveled, a man of faith, and a person who grows professionally.

Teachers are responsible for class – room discipline and control. They should be able to obtain it without outside help. Discipline in the classroom is not an entity in itself; it is a product of good teaching. Though all discipline problems cannot be presented, yet most of them will not a rise in the class – room of intelligent, hardworking teachers who plan their work affectively, motivate their students skilfully and provide a friendly climate. Undoubtedly problems of classroom management will disappear if there are efficient and strong teachers. In the words of



Cunningham "only strong personalities survive this test of maintaining good classroom management".

In order to be successful in obtaining good classroom control the teacher should bear in mind these points:

Conduct the lesson well. While teaching, the steps – motivation, orientation, presentation, participation, application, evaluation should be properly taken care of.

Motivation, unless the students realize that their course, their unit and lesson are important to them, little or no learning can take place. To avoid the situation where the teacher is pitted against the pupils, motivation must be done properly.

Orientation, the unfamiliar should as far as possible be related to the familiar, students should be shown the forest before they are asked to examine the bark of the trees. They should be shown how each unit and each lesson proceeds from the last and meshes with the next.

Presentation, The choice of methods should be based on a judgment of the best way to teach particular time. Excessive use of lecture method often gives rise to problems of classroom control.

Participation, students should be involved somehow in the lesson. they should do something, even if it is only to answer a question and then every minute in which some or all students are doing nothing is an invitation to disciplinary problems.

Application, immediate reinforcement is necessary to retention in learning. The successful learner likes his subject matter retention must be obtained before any progress can be made.

Know each pupil by name; every child has got a fascination for his own name. Familiarity of name can reduce problems of disciplines. It will help the teacher to call only the pupil involved in each case.

Do not get nervous. The teacher must never lose temper; he must keep nerves, words and activities under control. Undisciplined teachers cannot expect to have a good class – room control.

And lastly a good teacher should be able to handle class – room discipline problems. Only rarely should a disciplinary case be reported to the head, it will undermine the standing of the teacher in the eyes of the pupils and parents.

The school plant is a factor of tremendous importance in education. The more emphasis on speeding up the learning process, the more will the emphasis be on good learning environment. Non – functional, meagerly equipped and unattractively decorated school plants have given place to plants with superior lighting, attractive decoration, comfortable seating, useful service facilities such as library, multipurpose rooms with chalk and bulletin boards, sinks, work areas, filing and storage facilities and pupils lockers. Although because of financial handicaps, all these requirements may not be met, this is ideal. It

repairs might be undertaken during vacations while the emergency repairs should be immediately attended to.

It is not enough to minimize the blocks to communication in general; we must examine the factors that facilitate the type of communication we want (Rich 1968, P.27 emphasis added). Some factors in communication may be out of the control of the sender or receiver. Nevertheless improvement is possible within areas which are under the individual's control. Effective communication is learned through, training and experience. We learn to communicate effectively by having appropriate techniques or skills, having the opportunity to practice them and having our performance reviewed by experienced commentators in a non – threatening environment. We have to realize too that it takes two willing communicators to make full communication possible even when the conditions are not broken down easily because communication is rapid and on going. Birdwhistell (1970) is right in saying that; 'you can never not communicate' but the difficulty is in promoting the favourable factors towards successful communication.

The significance of the study

This study will benefit the following disciplines:

The ministry of education will be able to provide up to date work facilities, remunerate teachers well and that would improve teachers' performance.

The administration will be able to provide work environment that will enhance or promote good teacher performance.

The Parents working together with the school administration will be able to provide enough facilities and good working environment.

Teachers will use the results to advance their problems to management.

The students will also benefit because the results will come up with solutions to the problems affecting the teachers and this will help the teachers improve attention to the students.

Researchers will benefit from this study because it is venturing into a new area of trying to relate work environment and performance of teachers in secondary Schools and in so doing the researcher hopes to generate new knowledge that will stimulate further research into this area.

Objectives

General:

The study determined the effect of work environment and its impact on performance of teachers in Masinga Girl's Secondary School in Machakos District, Kenya.

Specific:

This study sought to

1. determine the profile of the respondents as to:
 - 1.1 sex
 - 1.2 Education level
 - 1.3 Marital status

1.4 Age

1.5 Number of years in service

2. determine the degree of work environment in terms of:

2.1 Working condition

2.2 Facilities and resources

2.6 Communication

2.7 Motivation

3. determine the level of work performance as to:

3.1 Teachers qualities

3.2 Classroom management

3.3 Teaching methods

3.4 Commitment

4. determine if there is a significant relationship between the degree of work environment and the level of work performance.

Statement of the Null Hypothesis

There is no significant relationship between work environment and teachers performance to work

RESEARCH METHODOLOGY

Design

The study used a descriptive survey design. This particular design was chosen because of its ability to produce data required for quantitative analysis and also to obtain descriptive views about the subject of study. This triangulated approach recognizes that all methods have limitations and the researcher appreciates that biases inherent in one single method could neutralize or cancel the biases of other methods.

Environment

It was carried out in Masinga girls Secondary School located in Machakos District in Kenya. The school has 28 teachers and 500 students. The school runs from one to four with three classes each (X, Y and W) each class has about 45 students.

Respondents

The study respondents were teachers and students selected from the school. The numbers of teachers that participated in the study was 80 composed of 32 females and 48 males, the number of students participated in the study were 250 girls selected randomly. The respondents were selected using purposive sampling which aided the researcher to randomly select the respondents. The sample size was determined according to the sampling frames of the various units of study. According to Parten in Gosh ((2000), an optimum sample in survey is one which fulfils the requirements of efficiency, representative ness, reliability and flexibility.

Instruments

Questionnaires were used and were filled in by the teachers and head teachers. Documents such as the National Education Policy, the Girls and Women Strategic Plan, Poverty Eradication Action Plan, Vision 2025 etc were reviewed.

Interview schedule, was used for policy makers, administrators and students were used.

Data collection Procedures

The researcher obtained an introductory letter from the Institute of Continuing and distance Studies authorizing her to conduct the research in the schools. Physical interactions with the selected teachers was then made. Questionnaires were distributed and interview schedules arranged with the respondents.

Prior data collection tools were pre-tested for validity and reliability. The tools were protested in selected schools other than those to be included in the main study. This helped to minimize bias. The responses then used to modify the tool where necessary. Focus group discussions mere used to gather more information from teachers. Data was edited, coded and tabulated in order to check for completeness uniformity and consistence. The open ended answers were manually coded and later analysed.

Statistical Treatment of Data

The frequencies and percentages was used to describe the profile of the teachers in terms of age, education level, marital status and number of years in service

Formula: $f/n \times 100$

Where f = frequency

n = Total number

100 = Constant

The weighted mean was used to determine the level of working environment and the teachers' attitude towards work.

Formula

$$\bar{X} = \frac{\sum x}{n}$$

Where \bar{X} = Mean score

$\sum x$ = summation of the individual scores of the teachers

N = Total number of teachers

The obtained data was expressed in the following numerical values

3.26 - 4.00 = very satisfactory

2.51 - 3.25 = satisfactory

1.76 - 2.50 = fair

1.00 - 1.75 = poor

The Pearson product moment correlation coefficient was used to measure the relationship between the work environment and teachers attitude. Significance of the relationship was determined by comparing the computed r - values with their critical values at 0.05 level of significance.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Profile of the respondents

On the profile of the respondents, a number of variables were studied. The researcher regarded investigating the profile, because it determines the extent of respondents' acquaintance with their organisation and perception of the work environment, which subsequently gave the researcher a direction on the mode of investigation. The results on the profile of the respondents are indicated in the following presentation.

SEX

Table (1): Sex

Sex	Frequency	Percent
Male	48	60
Female	32	40
Total	80	100.0

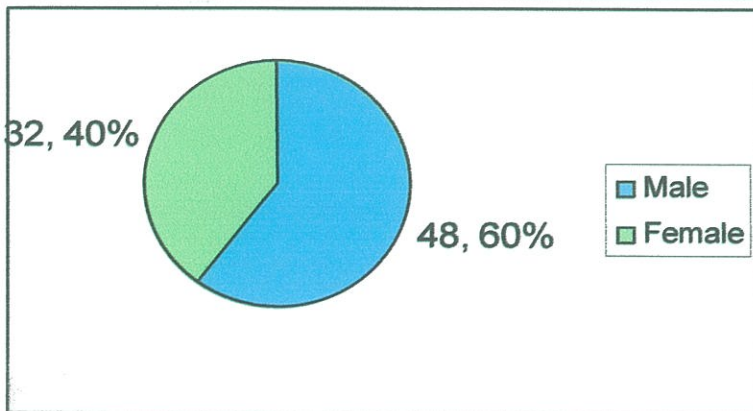


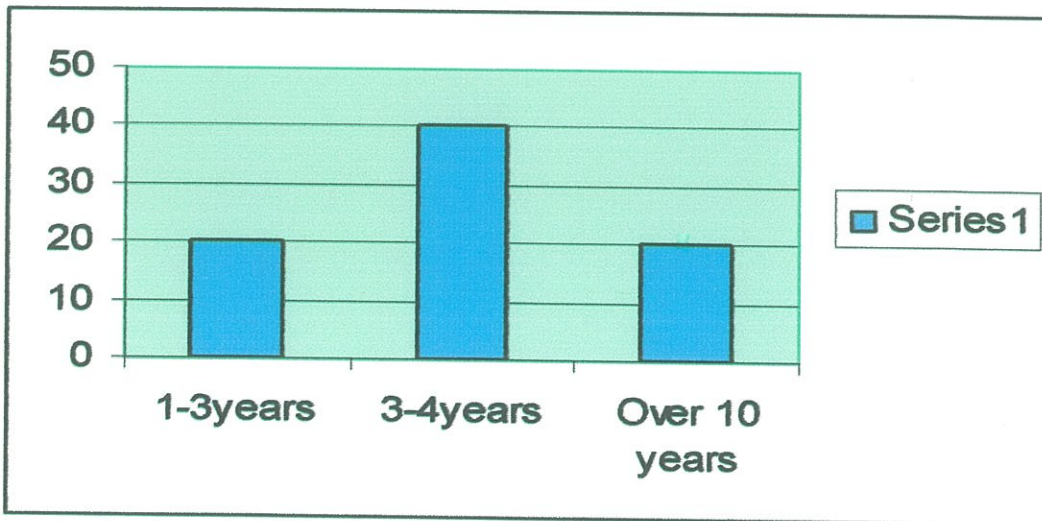
Table (1) indicated that the majority of the respondents, 60% were males as compared to females who were 40% of the participants. This indicates that on the whole, though the number of males was bigger than the number of females the researcher

remained confident that there was adequate participation of both men and women in the study. Even during the face-to-face interview exercises, it was discovered that the interaction with males was more frequent than it was with the females. This was entirely because even in the organisational structure, the majority of the employees were the males at all levels in the Institutions.

Table 1: Period spent in the school

Time spent	No. of respondents	Percentage %
1-3	20	25
3-4	40	50
Over ten years	20	25
Total	80	100

Source: Primary data



The findings in the table 2 show that the school has over the past years maintained most of its employees and recruited only 20 over the recent years. However these findings are only based on the 80 respondents who answered the questionnaire. Teachers who have worked for 3-4 years are 50% and those who have worked over 10 years are 25%.

Table 3: Marital status

Marital status	No. of respondents	Percentage %
Married	32	40
Single	40	50
Widowed	8	10
Total	80	100



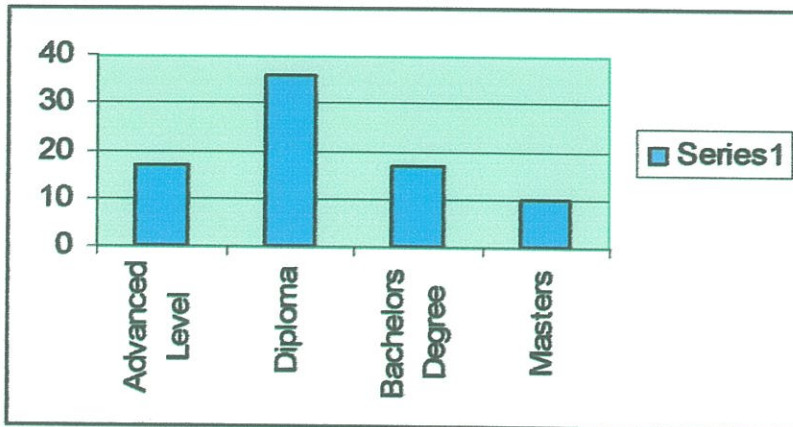
Source: primary data

The table above shows that 32 of the respondents are married, 40 are single and 8 are widowed.

Table 4: Level of education

Level of education	No. of respondents	Percentage %
Advanced level	17	21
Diploma	36	45
Bachelor degree/equivalent	17	21
Masters	10	13
Total	80	100

Source: Primary data



This table above shows that the highest number of respondents are Diploma holders who are 32 while those that have Bachelors degrees are same number as those of Advanced Level. That is 21% yet those with Masters Degrees were 10 making 13%.

Factors of work environment

The researcher analysed the frequency and percentage distributions of the responses on respondents' perception of the factors within their work environment as presented in the following paragraphs. For example, the researcher established whether working conditions is a factor in the work environment. The results are indicated in table 5.

Table 5 Teachers' perception of working condition as a factor in the work environment

Perception	Frequency	Percentage
Strongly agree	58	73
Slightly agree	20	25
Disagree	2	2
Strongly Disagree	—	—
Total	80	100

To this inquiry there was strong agreement in which 58 (7%) of the respondents strongly agreed compared to 20 (25%) who slightly agreed. Only 2% who could not agree, and there was no body who strongly disagreed.

Table 6. Teacher’s perception on communication as a factor in the work environment

Perception	Frequency	Percentage
Strongly agree	53	66
Slightly agree	20	25
Disagree	6	7
Strongly Disagree	1	2
Total	80	100

To the above inquiry 53 (66%) of the teachers were in strong agreement, 20 (25%) slightly agreed, 6 (7%) remained neutral to the inquiry and 1 (2%) strongly disagreed that communication is a factor in the work environment.

Table 7. Teacher’s perception on facilities and resources as a factor of work environment

Perception	Frequency	Percentage
Strongly agree	46	58
Slightly agree	34	42
Disagree	–	–
Strongly Disagree	–	–
Total	100	100



To the above inquiry 46 (58%) of the teachers strongly agreed, 34 (42%) slightly agreed and there were no teachers who disagreed or strongly disagreed.

Table 8. Teachers' perception on motivation as a factor of work environment

Perception	Frequency	Percentage
Strongly agree	48	60
Slightly agree	30	37
Disagree	2	3
Strongly Disagree	–	–
Total	80	100

To the above inquiry 48 (60%) strongly agreed 30 (37%) slightly agreed, 2 (3%) disagreed and none of the teachers strongly disagreed.

Table 9. Students' perception on teacher qualities on the level of work performance

Perception	Frequency	Percentage
Strongly agree	200	80
Slightly agree	40	16
Disagree	10	4
Strongly Disagree	–	–
Total	250	100

To the above inquiry, 200 (80%) of the students strongly agreed, 40 (16%) of the students agreed, 10 (4%) of the students disagreed and none of the students strongly disagreed.

Table 10. Students' perception on classroom management on the level of work performance

Perception	Frequency	Percentage
Strongly agree	200	80
Slightly agree	50	20
Disagree	–	–
Strongly Disagree	–	–
Total	250	100

To the above inquiry 200 (80%) of the students strongly agreed, 50 (20%) of the students slightly agreed and none of the them neither disagreed nor strongly disagreed.

Table 12. Students' perception on teaching methods as a factor on the level of work performance

Perception	Frequency	Percentage
Strongly agree	180	72
Slightly agree	50	20
Disagree	20	8
Strongly Disagree	–	–
Total	250	100

To the above inquiry 180 (72%) strongly agreed, 50 (20%) slightly agreed, 20 (8%) disagreed and none of the students strongly disagreed.

Table 13. Students' perception on commitment as a factor on the level of work performance

Perception	Frequency	Percentage
Strongly agree	200	80
Slightly agree	40	16
Disagree	10	4
Strongly Disagree	–	–
Total	250	100

To the above inquiry 200 (80%) of the students strongly agreed, 40 (16%) slightly agreed, 10 (4%) disagreed and none of the students strongly disagreed.

Table (14). The relationship between Work environment and Performance of Teachers

		PERFORMANCE	ENVIRONMENT
PERFORMANCE	Pearson	1.000	.925**
	Correlation	.	.000
	Sig. (2-tailed)	80	80
	N		0.2172
	Critical Value		
ENVIRONMENT	Pearson	.925**	1.000
	Correlation	.000	.
	Sig. (2-tailed)	80	80
	N	0.2172	
	Critical value		

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

From Table (14), it can be observed that a Pearson Product Moment Correlation Coefficient value of 0.925 was generated with a probability of 0.000 at 0.05 level of significance. The researcher used the probability approach to make a conclusion about the hypotheses. That is; the calculated probability of 0.000 was compared with the 0.05 level of significance. Since the calculated probability is smaller, then it means to the researcher that, the relationship between factors within the work environment and performance of teachers was statistically significant.

Verification of the relationship between work environment and teachers' performance

The hypothesis stated, "There is no relationship between work environment and performance of teachers". These two indices were then correlated using the Pearson product moment and the results of the Pearson Product Moment Correlation Coefficient are indicated in Table (14).

CONCLUSIONS AND RECOMMENDATION

CONCLUSIONS

The researcher concluded that working conditions, communication, facilities and resources, motivation, teachers' qualities, classroom management and teaching methods are all important factors in affecting the performance of teachers.

RECOMMENDATIONS

There is a need of promoting the working conditions in which teachers do their work. When teachers' working environment is rich their performance increases and hence ends up producing good grades.

There is a need for the school to provide enough facilities and resources in the school, allow communication which encourages each teacher to give his / her view and ideas and finally motivate and promote teachers.

The researcher concluded that there is a relationship between factors within the work environment and performance of teachers.

DEFINITION OF TERMS

For the purpose of this study, the following terms are operationally defined

Performance refers to the ability of the teachers to execute their Responsibilities

Work refers to the responsibility assigned to the teachers

Environment refers the social, Political and Economic situation within which the teachers carry their duties

Work environment refers the situation within which the teachers carry on their work

A. Working conditions:

- ___ 1. well adequate equipments in the school
- ___ 2. have enough working space and conducive for teaching
- ___ 3. there are enough ventilators for fresh air and enough light in the class room.
- ___ 4. enough clean water for drinking and cleaning
- ___ 5. well provided with clean toilets and sanitary facilities
- ___ 6. enough space for teachers to move in classes and in laboratories
- ___ 7. there is adequate lighting system and especially at night in classes offices and compound
- ___ 8. all teaching aids and materials are adequately and regularly serviced and maintained

B. Facilities and resources:

- ___ 1. school has well stocked laboratory and library
- ___ 2. there are enough textbooks for the teachers and students to use in the classroom
- ___ 3. have enough writing materials, books, pens e.t.c
- ___ 4. there are enough chairs and desks for students to use in the classroom
- ___ 5. school has enough computers for teachers and students
- ___ 6. there are enough audio - visual teaching equipments for example over head projector and television sets
- ___ 7. enough banks of past papers and revision books
- ___ 8. enough teaching aids like models and charts

C. Communication:

- ___ 1. encourages interaction among the teachers
- ___ 2. allows unbiased channel of reaching the administration
- ___ 3. adequate free channel to reach the teachers early and conveniently
- ___ 4. encourages interaction between parents, students and teachers
- ___ 5. encourages health and positive interaction between the teaching and non-teaching staff
- ___ 6. there is proper cooperation in the school
- ___ 7. encourages good interpersonal relationship
- ___ 8. it allows teachers to freely give their views and comments

D. Motivation:

- ___ 1. administration motivates the teachers to work hard
- ___ 2. employer remunerates the teacher well
- ___ 3. work outcome (students' performance) encourages the teacher to work hard
- ___ 4. board of governors motivates the teachers to work hard
- ___ 5. parents teachers association rewards hard working teachers by giving them tokens and taking them out for trips
- ___ 6. good performance of the teachers encourages the administration to have confidence in the teachers
- ___ 7. teachers service commission recognizes and promotes teachers who have shown exemplary performance in their work
- ___ 8. work outcome of the teacher encourages the students to put more effort in studies hence high academic performance

E. Teacher's qualities:

The teacher;

- _____1. is dignified in his/ her behaviour
- _____2. is mature in approach and friendly
- _____3. is ready to assist students when told to do so
- _____4. does not quarrel the students
- _____5. listens to the students problems and ideas
- _____6. knows how to control his/ her tempers and problems
- _____7. guides and counsels students with problems
- _____8. encourages and motivates the students to work hard

and study better

F. Classroom management:

The teacher;

- ___ 1. conducts an orientation at the beginning of the class session
- ___ 2. motivates students to learn
- ___ 3. moves around the class to see what the students are doing
- ___ 4. calls the register to know those students present and those absent
- ___ 5. checks students' books to ensure that all assignments are done
- ___ 6. does not allow movements of students in and out of class within the session
- ___ 7. pauses at the mid of session to ensure that students are attentive
- ___ 8. knows his / her students by name, character and appearance

G. Teaching method:

The teacher

- _____ 1. uses teaching aids like models and charts
- _____ 2. uses real life examples for instance in sciences like biology the use of animal teeth and bones
- _____ 3. varies the teaching techniques like lecture, demonstrations and practical
- _____ 4. gives assignments and marks students books
- _____ 5. reinenforces the students when they answer questions
- _____ 6. encourages the students to ask questions

_____ 7. uses group work to encourage the students to gain confidence and participate in group discussions.

H. Commitment:

The teacher

_____ 1. works for extra hours and even during weekends and holidays.

_____ 2. does his / her duties without complaining

_____ 3. is ready to do any assignment given to him / her

_____ 4. is punctual for classes and most of the school activities

_____ 5. reports early at school

_____ 6. is interested in the students welfare

_____ 7. is involved in the co-curriculum activities

_____ 8. attends to other people's problem to assist where there is a need to do so

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APPENDICES

APPENDIX A

TRANSIMITTAL LETTER

EMILY AFANDI ESUHA
KAMPALA INTERNATIONAL UNIVERSITY
P.O.BOX 20000
KAMPALA, UGANDA

TO THE PRINCIPAL
MASINGA GIRLS SECONDARY SCHOOL
P.O.BOX, 7
MASINGA

Dear Madam,

RE: RESEARCH QUESTIONNAIRE

I'm an In-service student at Kampala International University carrying out a research on Work Environment and Performance of Teachers in Masinga Girl's Secondary School in Machakos District, Kenya to be submitted to the faculty of Education as a Partial fulfilment of the requirements for the award of a degree in Bachelor of Science with G/C.

I'm therefore writing to request you to allow me administer the questionnaires to your teachers and by doing so, I will be greatly helped with collection of data for my research. I will be glad if you consider my request.

Yours faithfully

.....

AFANDI ESUHA

Noted by:

Cybelle A. Gonzales .BSED.MATS
Adviser

Mr. Geoffrey kasozi
Deputy Directors, ICDS

APPENDIX B - 1
Research Instrument

Teachers questionnaire

The Researcher is a student of Kampala International carrying out a study in which She wishes to establish whether work environment has a significant relationship with the performance of Secondary school teachers.

Instructions:

- Please tick in the box or boxes that correspond to the answer or answers that you have chosen.
- Do not write your name on the questionnaire. Indicate only the date when you filled the questionnaire
- Please attempt to answer all the questions.

I Profile of respondents

1. Sex: Female Male

2 Education level

Certificate

Diploma

Degree

Masters

3 Marital status

Married

Single

Widowed

Divorced

Age

18-25

26-22

23-30

31-38

39-36

38-44

45-52

51 and above

5 Number of years in service. State the years

II Level of work environment

Instructions: Please be guided in the choices below to fill in the blank spaces provided on the rating for each statement given.

- 4 - Strongly agree (you agree with no doubt at all)
- 3 - Agree (you agree with some doubt)
- 2 - Disagree (you disagree with some doubt)
- 1 - Strongly disagree (you disagree with no doubt at all)

A. Working conditions:

- ___ 1. well adequate equipments in the school
- ___ 2. have enough working space and conducive for teaching
- ___ 3. there are enough ventilators for fresh air and enough light in the class room.
- ___ 4. enough clean water for drinking and cleaning
- ___ 5. well provided with clean toilets and sanitary facilities
- ___ 6. enough space for teachers to move in classes and in laboratories
- ___ 7. there is adequate lighting system and especially at

- night in classes offices and compound
- ___ 8. all teaching aids and materials are adequately and regularly serviced and maintained

B. Facilities and resources:

- ___ 1. school has well stocked laboratory and library
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APPENDIX B - 2
Questionnaire for Students

I. Profile of Respondents

Age:

Class:.....

Form 1

Form 2

Form 3

Form 4

II. Level of work Performance

Instructions: Please be guided in the choices below to fill in the blank spaces provided on the rating of each statement given.

4 ___ strongly agree (you agree with no doubt at all)

3___ Agree (you with some doubt)

2___ Disagree (you disagree with some doubt)

1___ strongly disagree (you disagree with no doubt at all)

A. Teacher's qualities:

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CURRICULUM VITAE

PERSONAL BACKGROUND

NAME : EMILY AFANDI ESUHA
Reg No. : BED /6271 / 41 / DF
Age : 29 years
Gender : Female
Civil Status : Teacher
Address : P.O.Box 6, Masinga Girls
Date of Birth : 7/10/77
Contact No. : +254 720 692201

EDUCATION BACKGROUND

College: KAMPALA INTERNATIONAL UNIVERSITY
Bachelor of Education in Science and Guidance and
Counseling
2005 – 2007
Kagumo Teachers College
Diploma in Science (Physics, Chemistry)
1999 – 2001

Secondary: LUKHUNA HIGH SCHOOL
1991 – 1995

Elementary: Milimani Pri School
1983 – 1990

Research experience

Bachelor of Education in Science and Guidance and Counselling
WORK ENVIRONMENT AND PERFORMANCE OF TEACHERS IN
MASINGA GIRL'S SECONDARY SCHOOL IN MACHAKOS DISTRICT,
KENYA

