

**INFLUENCE OF WORK ENVIRONMENT ON TEACHER PERFORMANCE IN  
PUBLIC SECONDARY SCHOOLS: A CASE STUDY OF BUNGOMA SOUTH SUB  
COUNTY, KENYA**

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**DECLARATION**

This research project is my own original work and has not been presented for any other award in any other university.

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**Declaration by the Supervisor**

This research project has been submitted for examination with my approval as the University supervisor.

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## **DEDICATION**

The research project is dedicated to my beloved husband Mr. Chrispinus Wafula, my children, Hillary, Caro, Allan and Mike for moral and financial support.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

BOMs	Board of Management
EP	Effective Performance
HODs	Heads of Departments in schools
HR	Human Resource
HRM	Human Resource Management
KCSE	Kenya Certificate of Secondary Education
SHE	Schools for Health in Europe
PM	Performance management
PMS	Performance Management Systems
TSC	Teachers Service Commission

## ABSTRACT

This study was conducted with the aim of finding out the influence of work environment on teacher performance in Public Secondary schools in Bungoma South Sub-County. It dealt with analysing the reward programmes, facilities, leadership style and information flow within the schools that influence teacher performance. The target group was the post primary school teachers in Bungoma South Sub County, specifically the public secondary school teachers. The sample size was drawn from teachers in 10 public secondary schools. The study used stratified, purposive and simple random sampling techniques. The data collection methods employed were both secondary and primary, previous research and literature was employed to get the second hand data while questionnaires were used to get the primary data. A pilot study was conducted in the neighbouring Bungoma East Sub-County. Random sampling was employed to get the data for the study. The schools were stratified according to the school categories (Extra County, County, and Sub-county). Then 10 principals, 10 deputy principals, 87 teachers were selected purposively from the categorised schools. The total number of respondents that took part in the research were 107 out of 749 target population. A check of the instruments' reliability and validity was done after the pilot study. Quantitative data was analysed by use of descriptive statistics and results presented through APA tables. The study revealed that both intrinsic and extrinsic reward programme positively influenced teacher performance. It was also deduced that consultative and participative leadership styles enhanced teacher performance. The study also found out that physical facilities coupled with ICT integration positively influenced teacher performance in the study schools and lastly vertical information flow negatively influenced teacher performance as compared to horizontal and free flow of information. The study recommends that schools should adopt both intrinsic and extrinsic reward programme so that teachers are motivated enhancing their improved performance and overall student performance. The top administration should adopt both consultative and participative leadership styles as this enhance the participation of all school stakeholders in the decision making process in the study schools and hence easier implementation of schools goals and objectives. The management should strive to better their infrastructure so as to embrace new technology in school management as this will boost teacher performance as well as students' academic performance. The schools should adopt horizontal and free flow of information as this allows for feedback both up down and down up communication chains.

# CHAPTER ONE

## INTRODUCTIONS

### 1.1 Background of the study

Research has shown that there are rapid changes in education sector as a result of environmental, technological, economic, and political factors. This has led educational institutions compete in various capacities. According to Chang and Huang (2005), to effectively compete; institutions must continually progress in their performance by increasing the efficiency of the employees. Effective personnel systems and loyal staff is the backbone of any institution; it is the most important asset any organisation will have for effective operations. Utilizing the human resource efficiently can help improve the performance of an organization from bottom to the top. The performance of the staff is influenced by different factors that may be negative or positive, for example, job satisfaction, training and development, workplace environment both internal and external, organizational culture, employee's personality traits, technology and tools, organizational structure, job stress, motivation, leadership style etc. (Al-Anzi, 2009).

Management systems aimed at increasing the performance of its staff focuses on two major areas which are the internal network infrastructure and personal motivation. In the recent past, the staff comfort on the job has been assessed by the conditions in the work place and the environmental factors. Internal work environment and attitude of employees has a significant consequence for both individual and the institution. Internal environment in workplace has an impact on the motivation of employees, behaviour change, and other potentials, which contributed to the productivity of the different institutions (Adenike, 2011). The overall work conditions in the institutions is considered important in its lifecycle due to the integration of the different tasks and the relations of the different functional units. It plays an important role in employee satisfaction and performance, and is critical to the institution's success (Al-Saudi, 2012).

Chandrasekhar (2011) states that there is a connection between the work to be done in the work place environment and the tools to be used in accomplishing the tasks; the workplace environment often integrates itself into the work to be done and the tools to be used, it becomes an integral part of work itself. According to Brill (1992), an increase in the work place productivity by 5%-10% is as a result of the physical working conditions being

improved. Stallworth and Kleiner (1996) argue that changes of the physical environment for the better revolves around considering the physical needs and motivations to the staff that maximize the productivity and satisfaction, in a report by Farnandes and Roeha (2009), lack of good physical conditions were seen to decrease the morale and affected the attitude of the employees. Some of the conditions reported that relate to our study are elevated noise levels, high levels of chalk dust, lack of good ventilation and aeration, , and low lighting in the rooms where work is done (classrooms). These physical conditions have been seen to decline the efficiency in the work places, similarly they have an adverse effect on the performance of the teachers in their line of duty.

Besides the physical environmental factors affecting employee performance, effective leadership is considered the best ingredient to bringing about desired change and effective employees' performance. It includes the entity having a well-outlined vision that specifies the goals of what is to be done and how it is to be done, disseminating the vision with departmental supervisors and other staff members, and steering the process of realizing that vision. Most public institutions (schools) in the developing world suffer from ineffective management systems: the flow of information is slow, most often information comes in late or the information may not be applied in the work that needs to be done; the personal records of the employees may not have all the information fields filled, inconsistency in updating the information, the communications systems may be informal and thus taken for granted and there may be lack of feedback necessary for efficient recording or action to the responses (Martinez, 2000). Understanding the factors that affect the performance of employees can be key to improving productivity at workplace and this may boost employee morale. It is important to have an open dialogue between all level of management to prevent losing touch with issues that may be causing problems at the organization. Wells (2000) explained that the satisfaction of the staff and is directly proportional to the task productivity ceteris when all other factors are held constant.

More globalization has led to greater competitiveness that has brought in the pressure to increase performance to world class levels, to increase the productivity of employees in the work places and doing things in less costly methods, the work place has to offer conducive environment for great agility and efficiency. Both staff and organizations, therefore, have to pull-up their efforts than they actually performed without the era of globalisation. According to Desller (2008), he noted that traditional jobs are tending towards embracing high technology

levels, the US Government's Occupational outlook quarterly specified that the telecommunication industry, the computer technology industry and the aerospace industry, which are knowledge intensive have embraced the use of technology and modernized operations to efficiency as compared to the previous past. Modern technology therefore needs to be integrated into normal operational functions of the various fields, trades and industries of work.

On management of employees in institutions, Cotton and others (1988) found out that long term participation of employee was more effective in influencing the performance and satisfaction of employees than short term participation. Further, the managers in Japan have used participative decision making processes and quality circles very effectively in influencing the performance and satisfaction of employees. Love (1993) identified the factors that negatively affect the performance, the major issue that she pointed out was lac of employee involvement in decision-making. She pointed out that some of the organizations in England handle the junior staff roughly, the decisions of the employees are not respected, their participation and ideas in meetings is ignored and the managers undermined whatever effort they made towards success. This discourages the junior staff and makes them lose morale in working or progress and success in the firms.

An institution is a defined as a workplace for various vocational groups such as teaching and non-teaching staff, nursing staff, and catering staff who provide services. It can also be viewed as a workplace for students who often receive the services, there is always need for effective support systems to ensure there is good health and rapport of the various integrating systems in place; this is by ensuring that institutions have adequate and safe facilities. In the Health learning institutions in the Europe network (SHE), one of the five pillars based on the SHE core values is institute quality. This implies that, the quality in the school systems should be aimed at promoting good health and rapport to ensure there is creation of efficient learning and teaching activities. Good physical health also ensures the students are learning better, both the teaching and non-teaching staff in good physical health ensures motivated approach to problems and everyday activities. It helps attain higher satisfaction levels (Schools for Health in Europe, 2008).

The working conditions in the teaching profession significantly influence the attractiveness and satisfaction. In sub-Saharan Africa, the conditions have not been perfect for both the teaching and nonteaching staff, and the students. Some of the conditions Osei (2006)

notes are overcrowding in the classrooms due to increased student enrolment in both the primary and secondary education. Lack of good facilities has been cited as the other factors that demoralise the students and the teachers. The poor facilities include lack of sufficient equipment for laboratory experiments and research, lack of sufficient basic teaching materials, inadequate infrastructure like drab walls and lighting in the rooms. These seem to add woe to the motivation of the teachers, generally the teaching and learning process by the students is affected by these conditions.

Communication is also considered to be one of the most important aspects in success of an organization. Hannagan (2002) defined it as a method or means of passing on of information from the sender to the recipient which may or may not have a feedback depending on the type of information. The information passed is meant to ensure effectiveness in the particular tasks together with the functional responsibilities of each individual in the organisation. Information may be directive if it clarifies the specific functions that ought to be performed in a particular way in the workplace; information communicated may be motivational if it encourages others and ensures others achieve a higher state of being; it corrects errors if it is aimed at minimising mistakes and streamlining the operations in the workplace. The communication channels may be through the use of fax, text messages, emails, phonecalls, memos, letters, posting notices and through conferencing facilities (video conferencing or teleconferencing). However, the communication channels are not effectively employed in education and training. In fact, these communication methods and modes have often been ignored or undermined. These leads to lags in the staff and all other stakeholders responding the requirements of the information communicated and hence decreasing productivity and progress.

Generally, job satisfaction is important in ensuring that there is quality training and education in the institutions (Brock and Grady, 2000). The performance of teachers in key to ensuring the students attain academic success (Panda and Mohanty, 2003). Satisfied employees are more productive, innovative, effective and committed to their workplaces.

The workplace environment in Kenyan learning institutions mostly affected by the high increase in the student enrolment from the free primary education and would probably be higher in case the free secondary school education is fully implemented. In a study conducted by Ondara in 2004, he found out that the teachers work in deplorable conditions which has created

also of despondency among them together with the non-teaching staff. According to the findings of George and Jones in 1999, the workplace environment that is conducive, comfortable and has relatively slow physical or psychological stress enables the different stakeholders work more efficiently in attainment of the goals, it also gives the employees the satisfaction much needed for increased efficiency. Poor working conditions on the other hand has the effect of decreasing the employee satisfaction and morale. It is therefore clear that the work environment determines the quality of output and productivity levels. The different ways in which the work place will engage the employees will affect their desire to learn a new art or skill and the motivation levels for achievement of the goals. These were the key motivational factors that led to the study on the key determinants in the environment that affect the performance of teachers in Bungoma South Sub-County.

## **1.2 Statement of the Problem**

Excellent outcomes in learning institutions is achieved as a result of employees (teachers and non-teaching staff) commitment, efficiency and effectiveness. The reports on education in secondary schools in Bungoma South Sub County depict that, the schools performance in 2016 Kenya Certificate of Secondary Education (KCSE) examination was poor. This was as evidenced by the fact that Schools in the Sub County posted a decline in the KCSE performance from a mean score of 4.7615 in the year 2014 to a mean score of 4.6196 in the year 2015 and to a mean score of 3.6244 in 2016, which is a negative deviation of 0.9952 (Bungoma County K.C.S.E Analysis hand book, 2016).

The discussion by Hameed and Amjad (2009) concerning the ignorance of issues in the work place, it can be deduced that the same has had a similar effect on the performance in region under discussion. Little attention has been paid in the hidden dynamics of the work environment, neither the teachers nor the non-teaching staff have been aware of the salient aspects of the workplace conditions, how it affects them and the students. The different circumstances affect the productivity of employee's in the form of delayed completion of assignments, frustration, and increase in absenteeism and little personal growth etc.

Douglas (2010) in his dissertation examined the relationship of work environment and teacher commitment in elementary schools in Alabama. His study highlighted the importance of school environment and teacher commitment. The study found a connection between a good school environment and more employees' commitment. Douglas (2010) then made some

recommendation including: -to have further study to ascertain whether School environment and teacher commitment are vital to organizational success. This is why the present study is very important; it endeavours to look at the effect of work atmosphere on teacher productivity in Public Secondary schools in Bungoma South Sub-County. There are several factors that affect employee performance, the schools workplace environment might have contributed to the deteriorating academic performance.

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

The general objective of this research was to explain how work environment affects the performance of the teachers in Public Secondary schools in Bungoma South Sub County.

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

The objectives specific to this research were:

- a) To examine the extent to which the reward programs influence the performance of the teachers in the public secondary schools in Bungoma South Sub-county.
- b) To establish how the style of leadership influences the performance of the teachers in the public secondary schools.
- c) To find out how the current infrastructure in schools contributes to the performance of the teachers in the public secondary schools in Bungoma South Sub County.
- d) To examine the extent to which information flow influence teachers' performance in public secondary schools in Bungoma South Sub County.

### **1.5 Research Questions**

The research questions that the study sought to answer were:

To what extent do the reward programmes influence the performance of the teachers in the secondary school institutions in the sub-county?

- a) How does leadership style influence teachers' performance in the secondary school institutions in the sub-county?
- b) How does existing infrastructure influence teachers' performance in the secondary school institutions in the sub-county?
- c) How does information flow within the institution influence teachers' performance in the secondary school institutions in the sub-county?

### **1.6 Significance of the Study**

The study hoped to address some of the factors and benefit other groups as below:

- i. Benefit the education policy developers in the county as they search for ways to improve education standards in the county.
- ii. The study would also provide a new set of knowledge to other researchers interested in studying about the influence of work environment on the performance of teachers in the public secondary schools.

### **1.7 Delimitation of the Study**

The research only covered the influence of work environment on the performance of the teaching staff in the secondary school institutions in Bungoma South sub-county. However, it confined to the following main variables; reward programme, leadership style, existing infrastructure and finally information flow within schools.

### **1.8 Limitations of the Study**

The study conducted had a preconceived view of the following limitations: the interviews would be regarded as time consuming and costly and this was overcome by strictly adhering to the time frames within which interviews were conducted; respondents would for one reason or another withhold important information from the researcher. However, the researcher assured the participants of their confidentiality.

### **1.9 Basic Assumptions of the Study**

It was assumed that the key respondents in the survey would give objective and sincere information; in addition, the research findings would be generalized to other public secondary schools in the country.

### **1.10 Definition of Significant Terms**

Existing Infrastructure:	Physical facilities in the school
Information Flow:	Channels of communication in the school
Leadership Styles:	Management systems in that school
Reward Programmes:	Recognition and incentives for teachers
Teacher Performance:	The outcomes of teacher services
Work environment:	In this study it is the working environment in the study schools

### **1.11 Organization of the Study**

This report is divided into five chapters as outlined: Chapter one gives the introductory background of the factors that determine the performance of the teachers and introduces the problem statement that describe what the researcher has tried to come up with a solution for. The chapter also defines the purpose, the objectives to be achieved and the research questions to be addressed. The second chapter deals with a review of literary work by previous researchers who tried to venture to study the same problem under investigation in the study, giving theoretical foundations of the study and conceptual framework. Chapter three presents the methodology and procedures for collecting data and analysing it. The fourth chapter gives the analysis and discusses the findings, together with presenting the outcomes in modes that express the concerns. Chapter five provides the summary of findings, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, an assessment of the previous literary works by scholars and researchers is done. The literature begins with a review of the study objectives on environment and teachers at workplace. The researcher then looked at the theoretical frame work, conceptual frame work and finally gaps in literature.

#### **2.2 Concept of Organizational performance**

Performance in an organization is characterized by the extent to which the members contribute towards the achievement of the goals. The workforce is the main source of gaining competitive advantage in service-oriented operations and organizations (Luthans and Stajkovic, 1999). When the approach to the services provided by the staff is committed, the employees are seen as a useful resource and they are values together with their suggestions and contribution in decision making. The performance of employees includes that measured quantity and quality of their output, presence at work, the timeliness in delivery and cooperation to the requirements and standards (Güngör, 2011). According to Macky & Johnson (2000), for an individual to improve in performance automatically leads to improved organizational performance. From the point of view of Deadrick & Gardner (1997), the performance of the staff is recorded and the outcome of each task is measured by a set standard and how efficient was the task accomplished. Sometimes a record of time and productivity is used in making comparisons. Therefore, measurement of productivity and efficiency to determine performance is done by various comparison of the standard yardsticks.

The term performance has been used by most researchers' to explain a set of measurements that describe the output and input efficiency towards achievement of the goals in an organization, the various factors that have an impact on the motivation and the range of measurements of transactional efficiency and input and output efficiency. In addition, employees need the ability and skills to do their job more effectively for greater outputs (Chandrasekar, 2011). Excellent employee performance has seen to increase the customer perception about the quality of service, on the contrary, when there is sub-standard performance the customers most often switch to other products or the complaints and returns increasing. Employee performance

is often measured quarterly, semi-annually or annually so that the areas of improvement can be checked and improved upon (Chandrasekar, 2011).

A large portion of the supervisors in the work environment often mistake that the level of pay is associated with the output or quality of work. This misconception is often at times echoed by the employees themselves who demand a higher pay with the misconception that their output may increase. This may be true to some extent in minority of the cases, but most of the studies reveal otherwise. Salary increase and bonuses only increase the productivity for a short while and the state goes back to the previous, but the improvement of the work environment has a long-term effect on the productivity of the individuals in the organization (Ali & Jadoon, 2012). Therefore, the salary increase and related benefits do not increase productivity, rather having a quality working environment has a great impact on the productivity. It minimizes the chances of error and absenteeism, increases collaboration and reduces staff turnover.

The factors that affect employee performance are either external to the organization or internal conditions. The significance of these factors depend on the systems in the schools, how the individual teacher is affected by any of these, the particular learning system in schools, the expectations of the school community, the learning institution itself, the learners entry marks, fees policy (in Kenya, the government pays part of the fees and it expects students not to be send home for any fees arrears), and other school stakeholders. The environmental factors in the workstation are environmental physical factors and social factors. Earlier Studies have found that human resource (HR) practices of training and staffing, involvement of employees and incentives have a positive relation with performance of employee and increase organizational productivity (Ali & Jadoon, 2012).

### **2.3 Reward Programmes**

Rewarding teachers is a key factor in motivation of employees. Most learning institutions have attained their success through complying with the laid down strategy and a balanced reward scheme for its staff. Employee motivation geared at productivity is enhanced through provision of appraisal schemes that will result to increased productivity. The success of the schools is determined by criteria in place to encourage productivity. The motivation should not be focused on only the intrinsic rewards but the extrinsic rewards should be included to the motivation programs. Intangible rewards which are often psychological like appreciation and recognition play a vital role, according to Andrew (2000), the commitment of the staff will be

majorly based on reward and recognition systems in the work place. Lawler (2003) on the other hand equates the survival of learning institutions to the way the esteem the human resource they have in the organization.

There was a positive relation between job insecurity and the rate of turnover, there was also a negative correlation between the commitment of the organization and the job insecurity issue. Greenberg and Liebman (2010) categorised the rewards into three groups; the activity rewards, the social rewards, and the material rewards. The activities that are rewarding include those that give the necessary have the incentives or reinforcement to make the executives have a sustained approach to the different tasks. Some of these activities may include the challenges and opportunities that come with carrying out the operations for the tasks assigned. Material rewards on the other hand are those that include the salaries and the other compensation schemes that are associated with the job responsibilities, commissions and allowances. In addition, material rewards will include the workplace policies aimed at ensuring success. The social rewards on the other hand are those that centre on the interpersonal aspects and relationships between people in the workplace. Examples of such rewards would be participation in the decision making processes, recognition of the efforts made towards success, picnics and corporate dinners after achieving certain milestones.

Extrinsic or intrinsic motivation can be steered by recognition systems for the achievements made, together with the rewards (Herzberg, 1987). It has also been found out that growth experienced from the extrinsic reward systems achieves greater performance effects since it is both challenging and interesting. However, the term 'interesting' is relative because failure of meeting the minimum objectives may lead to punishment, therefore the employees sometimes work hard due to the fear of failure. Motivation is vital in any learning institution because it initiates human behaviour or energizes it, channelling that behaviour and directing and sustaining and maintaining it. The intrinsic rewards have been seen to decrease with increase in the monetary rewards, therefore, an individual's performance needs not be generally rewarded with monetary terms if they achieve the challenging or interesting goals. For instance, sometimes the management may set targets with the hope that they are challenging but achievable, but in the course of time there may be key changes that make the targets unachievable. If the management does not consider adjusting the goals, the staff will be discouraged if punished for not achieving according to the plans. This study sought to find out how reward programmes employed by

Board of Management in Bungoma South Sub-county and evaluate how these programmes affect employee performance.

## **2.4 Leadership style(s)**

The progress of any organization depends on the development of management system in that organization. Management is the coordination of human and material resources to achieve organizational objectives in a way that is acceptable to society (Jasbi, 2011). Leadership is one of the most important aspects of effective management. It is both an art and science through which the staff and every stakeholder in an organization can be involved in ensuring the different goals and objectives are achieved (Khalkhali, Khalatbary & Azany, 2011). The leadership style has an influence on the strategies formulated by the organization, the organizational culture and atmosphere. The leadership and management style is made of different sets of skills, traits and attitudes. In the schools, the principals combine different tactics and styles to ensure management and leadership steer the performance to greater levels. The four tactics are coordinating the trust of the employees, the school principles and values, the sense of security in the different work circumstances, and the leadership orientation (Adeyemi, 2011).

Previous studies have found out there are four systems of leadership or management. The efficiency of an organization is pegged on these styles and the interplay of the factors in these modes of leadership. According to Likert, the first system of leadership is the autocratic style. In this leadership mode, the low level employees have to strictly follow the decisions made by the top management. The subordinates and low level employees are not part of the decision making team, strict policies are put in place to ensure obedience. The use of threats and fear is used to ensure obedience to the regulations. There is often no teamwork, each individual is accountable on his own. The principal has little trusts in their employees; the manager makes the important decisions and issues orders to subordinates and communication low is top down.

Second is the benevolent leadership style. This style exploits the staff just like the authoritative autocratic style. The decision making is maintained at the top level, the management of operations is determined at the top level. The difference comes in the motivation factors aimed at achievement of the goals, in this system, the employees are rewarded for their good work but not the use of threats to instil fear and obedience. There is little information flow but it is restricted to reports on the expectation of the top management. With this style the

principal decides, and the employees are involved on a very limited extent in decision-making process. In this set up communication is top down.

The third category is the consultative leadership style: in this system of leadership the employees participate in the decision making process. The top management are very constructive and involve the junior staff in the decisions that have to be made regarding the steps that will increase performance and the overall output. However much the staff is involved in the decision making process, the overall steps to be taken are determined by the top management. In simple terms, the management involves the staff in brainstorming but the final strategy is set by the top management. The management in this case has confidence in their staff and there is bilateral communication between the management and the staff.

Finally, the fourth leadership style is participative style. In this style, top leadership has absolute confidence in the staff it has employed. The staff are fully involved in the decision making process and their ideas are considered. Their participation is key to the company and no idea or solution is disregarded rather it is analysed and the implications fully communicated. This implies that there is flow of information between the different job levels freely, there is great teamwork in the accomplishment of the duties and other responsibilities. Employees understand that it is their responsibility to ensure that the targets are achieved corporately and they have to work in close coordination (Seyyedi & Izadi, 2009). Earlier studies have shown that principals' leadership style is related to employee effectiveness, efficiency and productivity of organizations. The research in this aspect was to ascertain the influence of leadership style on the performance of the teachers in public secondary schools in Bungoma South Sub County.

## **2.5 Infrastructure**

Early studies have indicated that school infrastructure influence the teaching and learning process and are central concerns of educational planners and stakeholders (Tye and O'Brien, 2002). School infrastructure determines trends in school processes and activities which influences employee performance and student achievement. The quality of the schools' infrastructure is good in predicting whether the teachers will remain in their job positions or will move seeking greater accomplishments. Infrastructure state significantly influences employees' level of job dissatisfaction and the general academic performance of students. The state of infrastructure can influence the organizational climate and accommodation issues which affect the level of employees' job dissatisfaction (Tye & O'Brien, 2002). According to Kennedy,

(2001) the quality of organizational infrastructure is seen as an influencing aspect in the decision-making process of an each employee, as to whether they stay in the organization or not. Although the importance of the infrastructure quality has a bearing on employees' job dissatisfaction in developing and developed countries, the quality of infrastructure and its availability is an influencing factor to employee job dissatisfaction (Tye & O'Brien, 2002).

Better physical environment of the office (having a well light, favourable room temperature, and good space to work from) can boost the teachers' morale and finally improve teacher performances. According to Ramlall (2003), individuals endeavour to stay and work in organizations which give positive and good work conditions, where employees see that their contribution is valued and feel that they belong. How workplace (staff room, office, class, laboratory, computer room etc.) is occupied and designed has an impact not only how staff feel about the organization, but also their job productivity, the new knowledge creation in the institution and their commitment to their employer. Employees who work in an environment which is pleasant, neat and has modern infrastructure are likely to experience a motivation and job satisfaction than those working in an unpleasant workplace environment (Vischer, 2008). These ideas give the premise of the research, in that the school facilities determine the level of employee performance.

In this era where there are rapid technological changes, quick movements and uses have been seen to shape the future. The advanced changes in technology are shaping the policies of and strategies of organisations (Hampel & Martinsons, 2009). In any institution, the large portion of the challenges come from the use of technology to enhance the different efficiency aspects of the employees, competition, rapid growth and new management and leadership roles (Madsen et al., 2005). Organizations should motivate the staff to adopt the technological advancement and also give incentives to their esteemed workers for greater agility in working towards goals (Dauda & Akingbade, 2011).

Organizations should acquire advanced tools to improve the performance of its staff, facilitate tasks, increase efficiencies, improve communication, and advance the management efficiency in supervising the work. In schools this could be the use of computers in nearly all school teaching and learning activities which enables learning to be easy. The invent of advanced technology in schools has changed the way of performing job tasks by use of modern printers in schools, work can be hastened and could be neat, the use of audio-visual machines (projectors,

television) in teaching could demystify the abstract concepts. Dauda & Akingbade (2011) states that when organizations use advanced technology in their functions; employee performance is bound to improve as well as reduce the working efforts of employees and time of task completion. Technologies lead to increased performance or improved productivity when integrated with the human resource in a well-coordinated manner that ensure things are done in a productive and ethical manner.

## **2.6 Information flow**

Organization efficiency and flow of information is an essential part of any organization's operations. A perfectly managed information flow provides a leading edge to learning institutions through improving services to customers, reduced costs, and efficient business process. The information in learning institutions is used as a heart of decision-making and for control and executions of day to day activities. It could be asserted that neither monetary cash flows nor physical flows can be achieved if the information flow is hindered (Bozath & Hanfield, 2005).

There are several means information is channelled in organizations. The most common approach is the vertical flow of information. In this method the organization hierarchy is key since information travels up and down between the management and the junior staff. Most studies reveal that information flow in organizations is vertical, majorly the information flowing downwards as directives, rules, and orders. In this type of information flow, less is communicated upward unless it is feedback of the results or tasks already accomplished, or what is hindering the accomplishment of the different tasks (Miller, 2003).

In modern organizations, the advantages of free and horizontal information passing is increasingly adopted. The learning institutions endeavour to have a smooth communication system because information ought to be passed more effectively between sections and employees to enable easier coordination, planning, and control of the operations. On the other hand, the horizontal communication systems encourage workers to give feedback and suggest ideas that aim at improving the existing institutional processes (Miller, 2003).

Poor information flow has a large negative impact to the organization, and has devastating effects to the workflow irrespective of the volume of work or size of the entity. It creates work dissatisfaction and contributes towards decline in the motivation of the employees. Apart from affecting the workers' attitudes, poor flow of information results to higher employee

turnover and increased absenteeism. The entity may lose its strategic path in attaining the set goals when the staff is demotivated (Heath, 2006). Lack of a perfect systems of information flow affects the relationships between the organization and its staff. If a worker stops receiving enough information to perform their duties, the negative attitudes stirred from it can easily be poorly directed. This ultimately cause organizational performance to decline (Heath, 2006).

In order to improve the flow of information in organizations, it is important to find out the kind of informational content needed and how will support a particular institutional process (Bozath & Hanfield, 2005). Institutional communication systems survey can assist in ascertaining how the information system procedures contribute towards the success of the organization. Information flow affects each aspect of the product processes, it is thus critical to have an efficient organizational information system (Heath, 2006).

Evaluation of the the flow of information begins from understanding the mode of transfer of information between the different parties in the organization. Bozath & Hanfield(2005) suggested the five dimensions that should be looked into. The first aspect is accuracy which means the different facets should address the issue with exactness to be useful in solving or carrying out the operation comfortably. The second aspect is timeliness which shows that the information should be delivered on time. The third is reliability which is helps explain how the information sets can be depended on to make the correct inferences. The fourth aspect is detail and form, which means the information sets should have the corrected formats which are presentable or can be decrypted by the organization's systems. Finally, it must be accessible to the employees who need it (Bozath & Hanfield, 2005).

Employees in secondary schools encounter a massive flow of information on daily basis right from their seniors through the departmental heads up to the employees and back to the principal. It is therefore prudent to have good channels of information flow within the divisions of the school hierarchy. This enables employees to perform their duties well, and by doing so, the school will ultimately realize its desired goals and objectives.

## **2.7 Theoretical frame work**

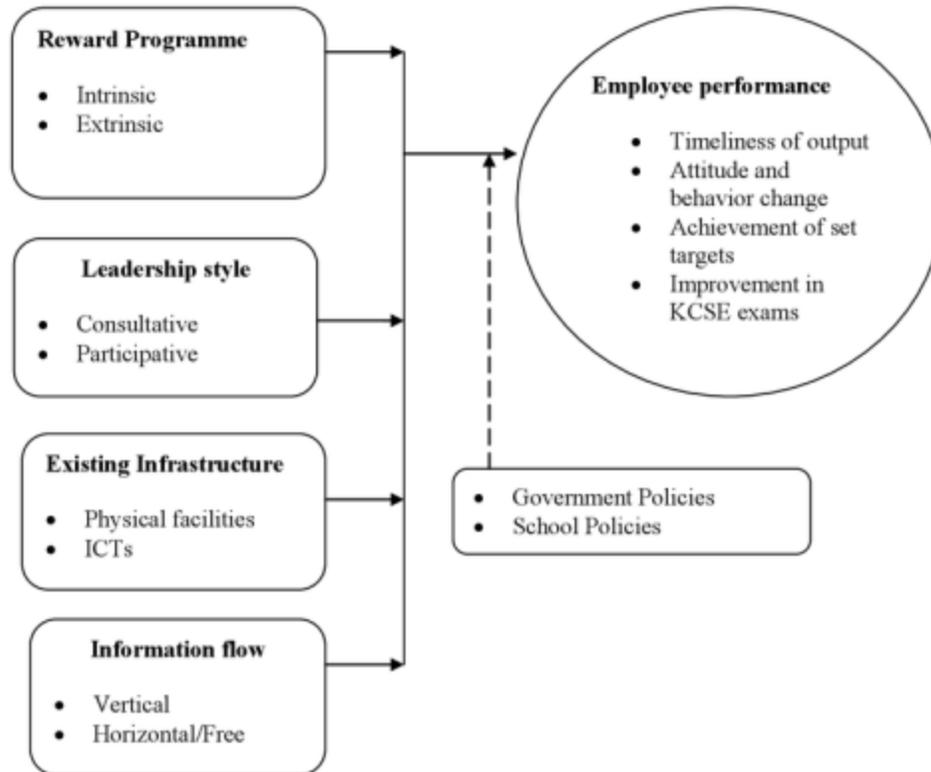
The research about the performance of teachers in schools was guided by the enjoyment-performance theory advanced by Harrison (2007), who after years of detailed study came to the conclusion that if the staff enjoyed what they did there is a higher likely chance of success in the operations of the company, the productivity of such workers seemed to be three times more than

those whose work enjoyment was less than 75%. The organization should therefore consider placing the right people for the right jobs, matching the skills and passions so that there is enjoyment of duty, greater motivation and streamlined operations. Harrison came up with three aspects that he considered made the employee work towards achieving the targets. The first was the extent to which the person's interests made him fit for the duty, the work environment that gave preferable conditions for accomplishment of the tasks, and how the person is fit from the job from his own perspective and the tasks he can accomplish comfortably.

The enjoyment of work and enjoyment are interlinked since an individual will work on what matches their skill and passions. When a task is enjoyed and done comfortably, there is the expectation of higher output and even creativity in accomplishing the duties assigned. These creative methods can be incorporated as an advancement of the production technics. Enjoyment also leads to self-believe and greater effort to achieve the work. This automatically leads to higher levels of satisfaction, retention and performance. Harrison Analysis' directs managers to show their workers that they care about their job satisfaction; by creating a suitable internal workplace environment (both the social and physical environment). This genuine ideal induces a positive response from the workers.

## **2.8 Conceptual Framework**

The conceptual framework is a graphical depiction of the interrelationship between concepts and constructs. Based on this study, four independent variables were singled out namely; reward programmes, leadership styles, existing infrastructure and Information flow, whereas the dependent variable is employee performance.



**Figure 1: Conceptual Framework: Author 2017**

It was hypothesized that the independent variable with its components reward programmes with its indicators intrinsic and extrinsic, Leadership styles with its indicators, consultative and participative, existing infrastructure with its indicators Physical facilities, and available ICTs, information flow with its indicators vertical, horizontal/free flow directly influence the dependent variable employee performance through timeliness of output, attitudes and behavior change, achievement of set targets and improved KCSE performance. However this can be accelerated or delayed by the intervening variables government and individual school policies.

## **2.9 Knowledge Gap in Literature**

In view of the theoretical frame work and empirical studies discussed, it is clear that workplace environment has several factors that have an influence on employee performance. Performance management is important for an institution. The main objective of performance management as stated by Armstrong and Baron (2004) is to cultivate the ability of employees to meet the standard expected and even exceed the work expectations of the organization; the

planned procedures integrate the five key elements: positive reinforcement, feedback, dialogue, agreement, and measurement. Expectancy theory underpins PM by predicting that workers in an institution will be motivated when they believe that: Putting in more efforts will bring about better task performance and better task performance leads to institutional rewards. Complementing PM is the management style employed within the institution. Seyyedi and Izadi (2009) and Likert believe that for an institution to achieve optimum success then, managers should adopt more of Participative style and less of autocratic style.

Employees tend to like the environment of the institution in which they work, and their attitude of the environment has an effect on their behavior. An open climate is most preferred climate in that, it is endowed by few hindrances, little disengagements, low intimacy, more morale, little aloofness, less production, more trust and consideration for the organizational leadership. Enjoyment-Performance Theory predicts that, performance and enjoyment are well complement each other. The degree of enjoyment the staff member gets when they perform the tasks has been proved to have a direct correlation to the output of the staff member.

In organization to day, the advantages of free flowing and horizontal communication flows are on the increase. Most of organizations today try to achieve smooth flowing processes; with the need of effective communication between sections and workers for coordination, planning, and management of the processes. The horizontal communication flow encourages workers to give feedback and come up with suggestions to improve the current business processes (Miller, 2003). It was also noted that, employees who perform their duties in a school which have adequate and modern facilities have higher probability of gaining work satisfaction and motivation than those in an unpleasant workplace environment (Vischer, 2008).

Institutions should strive to have a healthy workplace environment so as workers feel free to exercise positive behaviour that will lead to high employee performance. The influence of these factors and theories were tested for adoption among the respondents by use of questionnaires.

## **2.10 Summary of Literature Review**

This chapter has presented the review of literature on how the workplace conditions have an effect on the productivity of the employees. It has reviewed various ways in which reward programmes such as intrinsic and extrinsic influence teacher performance. Leadership styles such as autocratic, consultative and participative influence teacher performance; existing

infrastructure such as instructional resources, office space and available ICTs influence teacher performance; information flow such as vertical, horizontal and free flow influence teacher performance through timelines of output, attitudes and behaviour change, achievement of set targets and improved KCSE performance. However this can be accelerated or delayed by the intervening variables government and individual school policies.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the methods used in collecting the data, organizing it and analysing it so that inferences can be made upon it in the discussions and findings. It comprises of the methods of how the research was structured, the population targeted, the sampling techniques employed in sorting the variables from the population, the size of the sample, the research instruments, data collection process, its analysis design and interpretation of study results.

#### **3.2 Research Design**

The descriptive survey design was employed for this study since it aims at collecting educational data that describes the role of internal environment on effective employee performance in public schools (Kothari, 2008). According to Fraenkel and Wallen (2009), descriptive surveys have been extensively used in educational and behavioural science for collecting the data. The major task aimed is getting information that best suits the research. The specified set of variables ranging from physical counts and the frequency at which the instances occur is found by asking the same questions to a large number of respondents. According to Oso and Onen (2005), descriptive surveys are justifiable by considering issues of rapid collection of data, economy, and ability to understand the study population from a part of it.

Descriptive data is usually collected through a questionnaire, interview or observation. The information which the study seeks to obtain, deals with the influence of internal environment on effective employee performance in public secondary schools in Bungoma South Sub County. This included reward system, leadership styles, existing infrastructure and information flow. Therefore, through a descriptive approach i.e. by use of a questionnaire it was possible to get information on the influence of environment on teacher performance within their workplace.

#### **3.3 Target population**

The targeted respondents were all teachers in public secondary schools in Kenya; however, the target population involved all teachers from the 50 public secondary schools in Bungoma South Sub County. It entailed all the teaching staff employed by Teachers Service Commission (TSC) in the schools.

**Table 3.1 Target Population**

Category	Frequency
<b>Principals</b>	50
<b>Deputy principals</b>	50
<b>Teachers</b>	485
<b>TOTAL</b>	<b>585</b>

Source: Field Data 2017(*Bungoma South Sub County Education Office*)

### **3.4 Sample Size**

According to Gay, (2005), 20% of the target population is an adequate representative sample when the study population is small ( $n < 1000$ ). In the study 20% of target population in the sub county was taken to be an appropriate representation of the study population. Therefore the sample size was 117 respondents.

### **3.5 Sampling Technique**

Proportionate sampling was used to determine the sample size from each category as shown in table 3.2.

**Table 3.2 Sample Size**

Category	Target Sample	Sample Size
<b>Principals</b>	50	10
<b>Deputy Principals</b>	50	10
<b>Teachers</b>	485	97
<b>Total</b>	<b>585</b>	<b>117</b>

Simple random sampling was the method key in selecting the sample population for the research. The selected numbers were 10 deputy principals, 10 principals and 97 teachers respectively.

### **3.6 Data Collection Instruments**

The study employed the use of interview schedules and questionnaires schedules for collection of data. These were both qualitative and quantitative methods of collecting data.

#### **3.6.1 Questionnaires for teachers**

Questionnaire were regarded as useful tools for collecting the primary data as the respondents were able to read through the questions and then respond to the questions, questionnaires were considered since it is possible to reach a large number of respondents (Orodho, 2004). The questionnaires were used to capture data from the respondents. These instruments were adopted in the study because they were convenient to administer to a large group of respondents. They were confidential, saved on time, little bias and were able to cover a larger study area (Mugenda, 2003).

#### **3.6.2 Questionnaire for Principals and D/Principals**

The researcher also used an interview guide to conduct interviews on selected willing respondents. Interviews were conducted using two modes: face-to-face approach where the researcher made efforts to meet individual respondents for interviews to gather information and phone interviews for respondents who may be far away or out of reach. The interview schedule made it a reality to record data required to achieve the specific purposes of the work (Mugenda and Mugenda, 1999). It also assisted to standardize the interview such that the interviewer was able to ask the same questions in the same manner. According to Drew, Hardman and Hart (1996), the importance of the interview techniques is that it enables the respondents to enlighten the researcher about unfamiliar issues of the setting and situation.

### **3.7 Validity and Reliability of Research Instruments**

This is the extent to which the methods employed clearly gives the desired outcome of the variables or data under study (Mugenda and Mugenda, 1999). Reliability measures the extent to which the research tool yields constant result after repeated trails (Punch, 1998) from which conclusions was made.

#### **3.7.1 Validity of the instruments**

Validity refers to the meaningfulness and accuracy of inferences made based on the obtained results. The content and face validity of the research tools was addressed. The content validity aided in the information collected from recipients to have higher reliability in representing the particular variables. An instrument that yielded valid data was developed and

then subjected to respondents of similar samples; inferences were then calculated and compared with the existing theories. The content validity was realized on three levels. The study first critically considered each question to ascertain if it was a representative of the desired content and whether it would measure what it was designed to measure. Developed instruments were then presented to the supervisors and the research experts to examine the appropriateness and applicability of the content, adequacy and clarity of items in the research instrument from a research perspective. The instruments were then presented to a randomly selected number of schools to ensure content clarity. On completion of the pilot study, the data was coded and reviewed and the items which were not clear were modified respectively. The content validity was determined to explore representation of the items in regard to the objectives of the study (Orodho, 2003).

### **3.7.2 Reliability of the Instruments**

Reliability measures the dependability of the method in reaching the same outcomes after repeated attempts. To minimize errors the researcher used the testing and retesting method in order to ensure the information was reliable. Research tools were re-tested on 14 respondents who did not take part in the overall ultimate analysis. A re-test was done two weeks later, and the correlation between the two groups of scores was computed by use of Cronbach's alpha method. The reliability results were used to test the consistency of respondents' answers to all the indicators of independent variable and dependent variables in the questionnaire, to determine whether the indicators highly correlated with each other or not (Hamidun, 2009). Reliability of the research instruments was enhanced through training of the research assistants on the use of the research instruments.

### **3.8 Pilot study**

To improve on the quality of research study and to ensure the data was valid and reliable, a pilot research was conducted in the neighbouring Bungoma East Sub-County in order to reveal the weaknesses of the instruments. Validity of data instruments as defined by Gay (2005) is the extent to which collected information sets credible and accurate. On the other hand reliability is the extent to which a research tool would produce similar results at different intervals (Gay, 2005). The pilot study was necessary as it enabled the researcher make necessary corrections on data collection tools before administering.

### **3.9 Research data collection procedures**

The collected data from teachers (respondents) was by use of self-administered questionnaire. Krishnaswamy, Sivakumar & Mathirajan (2006) asserted that questionnaires are good since the standardized formats are efficient in compiling the different aspects of the variables objectively. Bearing this in mind, the researcher and (or) assistant used the drop and pick approach in delivering the questionnaires. The respondents were then given one day to respond after which questionnaires were picked, this allowed enough time for responding to the research questions.

### **3.10 Data analysis Techniques**

The collected data was processed, coded and analysed to enable answer the research objectives and questions. By processing, it means the researcher had all the data collected edited carefully, inspecting it in order to identify the mistakes and any wrongly answered and not responded to items. Then the items were coded (for qualitative data the researcher was familiar with the information).

Descriptive statistics was used in analysing the quantitative data collected in the study. This was by the use of statistics that were adopted to describe, summarize data to make sense.

### **3.11 Ethical Consideration**

The study maintained confidentiality of the data for the purpose of academic and ensured that no plagiarism was involved by acknowledging the sources of information.

## CHAPTER FOUR

### ANALYSIS OF DATA, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

The findings in any research need to be presented and discussed so the trends and the meaning becomes a useful source of information. The discussion was divided into two major sections. The first describes the personal characteristics of the respondents, which covered the age of the respondents, gender of respondents, and educational qualification. The other section of the chapter provides results and discussions centred on the three research questions of the study. Descriptive statistics was frequently adopted to describe the characteristics of the data collection.

#### 4.2 Response Return Rate

Out of 117 questionnaires issued out, 110 were fully filled and submitted. The rate of the response is shown below:

**Table 4.1 Response Return Rate**

<b>Dispatched</b>	<b>Returned</b>	<b>Percentage</b>
117	110	94.02
<b>Total</b>	<b>110</b>	<b>94.02</b>

From the table 4.1, percentage return rate was 110 (94.02%). This can be attributed to fact the researcher administered the questionnaires in person and ensured that the filled questionnaires were fully returned.

#### 4.3 Demographic Description of Respondents

The research was conducted in such a manner that takes into consideration the demographic aspects of the respondents, this would assist the researcher categorize the findings based on demographic details.

##### 4.3.1 Categorization according to Gender

Gender of the respondents was sought since its findings would assist the study categorize respondents based on gender and the findings are as shown in table below

**Table 4.2 Gender of Respondents**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Female	45	40.9
Male	65	59.1
<b>Total</b>	<b>110</b>	<b>100.00</b>

The outcome in the table above shows that majority of the respondents were male as indicated by 65 (59.1%) responses. Therefore more male than female respondents participated in this study. Therefore, there is need to bridge the big gap in the gender balancing aspect of ensuring equal representation of both sexes in the study schools.

#### **4.3.2 Educational Level and Working Experience**

The educational qualification and teaching experience of respondents was sought since its findings would assist the study categorize respondents based on their educational qualification and working experience as shown below:

**Table 4.3 Educational Level and Teaching Experience of Respondents**

<b>Description</b>	<b>University</b>	<b>Frequency</b>	<b>Percentage</b>
Educational Qualification	College	90	81.8
	Secondary	20	18.2
	Others	00	00.0
Working Experience	Less 1yr	00	00.0
	2-5 yrs	05	4.5
	6-10 yrs	10	9.1
	10 above	25	22.7
		70	63.7

From table 4.3 above, most of the teachers were University graduates as represented by 81.8% of the teachers and had a teaching experience of over 10 years as indicated by 63.7% respectively. The respondents in the study schools had acquired the right qualification as principals, deputy principals and as teachers. Having worked for over ten years indicates that the respondents have gathered enough experience and therefore can adequately discharge their duties.

#### **4.4 Reward programmes and Teachers' Performance in the region**

Rewarding teachers is an essential to give inspiration to them. Many firms have attained great achievements after implementing the institutional goals by a well-balanced recognition and reward programmes for its staff. The study current sought to ascertain the impact of reward programmes and teacher performance under the following themes;

##### **4.4.1 Provision of Intrinsic and Extrinsic Reward Programs**

The study sought to determine whether the schools provided both intrinsic and extrinsic reward programmes to their teachers, the outcome is shown below:

**Table 4.4 Provision of Intrinsic and Extrinsic Reward Programmes**

<b>Category</b>	<b>Frequency</b>	<b>percentage</b>
Yes	100	90
No	10	10
<b>Total</b>	<b>110</b>	<b>100</b>

The findings in table 4.4 showed that majority of respondents agreed that the study schools provided both intrinsic and extrinsic reward programmes as indicated by 100 (90%) of respondents. It can therefore be deduced that both intrinsic and extrinsic reward programmes are provided in the study schools.

##### **4.4.2 Intrinsic Reward Programme and Teachers Performance**

These rewards represent those motivational tips given within the organization for successful completion of the different tasks, there are given by the management specifically to the worker for excellence. The respondents were asked whether intrinsic reward programme positively influenced their performance, the outcome is represented below:

**Table 4.5 Intrinsic Reward System and Teachers Performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Disagree	01	0.9
Disagree	06	5.6
Agree	33	30.0
Strongly Agree	70	63.7
<b>Total</b>	<b>110</b>	<b>100.0</b>

**Mean% 90**

From Table 4.5, the mean percentage of 90% indicated that intrinsic reward programmes positively influenced teacher performance in the study schools. The findings conclude that employee commitment is centred on recognition and rewards. According to Lawler (2003), survival and prosperity of the firms is dependent upon the way the staff is handled. Ajila & Abiola (2004) also came to the conclusion that rewarding employees within the context of the organizational achievement or working to a higher productivity in the tasks assigned encouraged them to keep up the same productivity levels.

#### **4.4.3 Extrinsic Reward programme and Teachers Performance**

Extrinsic rewards were tangible rewards like bonuses, pay, promotions and fringe benefits. The respondents were asked to rate to what extent does extrinsic reward programme improved their performance, the data is as it is summarised below:

**Table 4.6 Extent Extrinsic Reward Programme Improved Teachers Performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
No extent	01	1.0
Little Extent	04	3.6
Large Extent	25	22.7
Very Large Extent	80	72.7
<b>Total</b>	<b>110</b>	<b>100.0</b>

**Mean % 92.5**

From Table 4.6, the mean percentage of 92.5 indicated that majority of the respondents asserted that extrinsic reward programmes influenced teacher performance to a very large extent. It was deduced that majority of the teachers were of the opinion that extrinsic reward system influenced teacher performance to a very large extent in the study schools in Bungoma South Sub County. The finding confirmed that commitment of employees was aligned to recognition and rewards. The overall progress of an institution was depended on the way institution keeps its workers appraised and job compensation. In most cases top management pays more attention to extrinsic rewards at the expense of the intrinsic that are equally vital to ensuring motivation. Psychological or intangible benefits like recognition and appreciation are an essential ingredient to motivation and raising productivity levels. Reio & Callahon (2004) argued that both extrinsic and intrinsic rewards motivated the employees and resulted in better performance.

#### **4.5 Leadership style(s) and Teachers performance in Public Secondary Schools in Bungoma South Sub County**

Management style determines the culture, strategies and the atmosphere in the institution. The style of leadership comprises of a set of skill, attitudes and traits in the school managers. In this research, it was important to determine how the leadership aspects will impact the performance in public secondary schools in Bungoma South Sub County under the following themes;

##### **4.5.1 Type of Leadership style**

The study first sought to determine the type of leadership style practiced by the school management in the study schools, the results are as shown below:

**Table 4.7 Types of Leadership style**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Consultative	50	45.5
Participative	60	54.5
Autocratic	00	00
<b>Total</b>	<b>10</b>	<b>100</b>

Based on findings in table 4.7 majority of respondents indicated that consultative leadership style is practiced in the study schools as indicated by 45% of the respondents, while 54.5% indicated participative leadership. It can therefore be deduced that both consultative and participatory leadership styles are being practiced in the study schools.

#### 4.5.2 Consultative Leadership and Teacher Performance

In this category of leadership style, low level managers are motivated by the degree of involvement in the decision making process and rewards. Top managers constructively use their subordinates opinions and ideas. Therefore the respondents were asked to whether consultative leadership style positively influenced their performance, the results are shown below:

**Table 4.8 Consultative Leadership and Teacher Performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Disagree	02	1.9
Disagree Mildly	04	3.6
Agree Mildly	35	31.8
Strongly Agree	69	52.7
<b>Total</b>	<b>110</b>	<b>100.0</b>
<b>Mean % 90</b>		

From Table 4.8, the mean percentage 90 indicated that consultative leadership style positively influenced teacher performance. It was asserted that majority of the teachers were of the opinion that consultative leadership style positively influenced the performance of teachers in public secondary schools in Bungoma South Sub County. This responsibility was motivational especially as teachers were offered monetary rewards for achieving institutional goals which they had participated in setting. For this style, the principal fully trusted teachers, and they were all equal in coming up with and implementation of decisions (Seyyedi & Izadi, 2009). Earlier studies had shown that principals' management style is linked to efficiency, effectiveness and productivity of institutions. Likert believed that if an institution is to achieve maximum productivity then an "ideal" management system to adopt is Participative style.

### 4.5.3 Participative Leadership and Teacher Performance

In this style, top managers have complete confidence in their employees. This is witnessed by more information flow between the different levels management, the teachers are included in coming up with the strategies. Low level managers state ideals and opinions, the groups always work as a team. Therefore the respondents were asked to rank to which extent participative leadership influenced teacher performance, the outcome is presented below:

**Table 4.9 Participative Leadership and Teacher Performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
No Extent	04	3.6
Low Extent	02	1.9
Large Extent	35	31.8
Very Large Extent	69	52.7
<b>Total</b>	<b>110</b>	<b>100.0</b>

#### **Mean % 90**

From Table 4.9, the mean percentage of 90 showed that participative leadership positively influenced the respondents performance in public secondary schools in Bungoma South Sub County. It was asserted that majority of the teachers were of the idea that participatory leadership style positively influenced their performance in public secondary schools in Bungoma South Sub County. Employees in schools feel responsible for accomplishment of institutional objectives. The responsibility is motivational since subordinates are offered monetary rewards for achieving institutional objectives and goals which they had earlier participated in formulating. For this style, the top managers fully trust their employees, and are all equal to the decision making and implementing processes (Seyyedi & Izadi, 2009).

### 4.6 Available Infrastructure and Teacher Performance in Public Secondary Schools in Bungoma South Sub County

School infrastructures influence the learning and teaching process and are central concerns of educational planners. School infrastructure determines trends in the school calendar of events and processes which influences student and teacher performance. Therefore this study

sought to determine the influence of infrastructure on teacher performance in public secondary schools in Bungoma South Sub County under the following themes;

#### 4.6.1 Availability of infrastructure

The essence of collecting this data was to determine if the schools were well equipped to have excellent productivity, the following were the outcomes:

**Table 4.10 Adequacy of Infrastructure**

Category	Frequency	Percentage
Yes	78	70.9
No	32	29.1
<b>Total</b>	<b>110</b>	<b>100</b>

From table 4.10 above, 70.9% agreed that the study schools had adequate infrastructure to enhance teacher performance in the study schools. Therefore the available infrastructure could support teacher performance.

#### 4.6.2 Physical Facilities and Teacher Performance

Employees working in a school which is pleasant, neat and with modern physical infrastructure are more likely be more satisfied and efficient than those working in an unpleasant workplace environment. This study sought to determine whether physical facilities improved teacher performance in public secondary schools in Bungoma South Sub County, the outcome is as below:

**Table 4.11 Physical Facilities and Teacher Performance**

Response	Frequency	Percentage
Strongly Disagree	01	1.0
Disagree	04	3.6
Agree	25	22.7
Strongly Agree	80	72.7
<b>Total</b>	<b>110</b>	<b>100.0</b>

**Mean % 92.5**

From Table 4.11, the mean percentage of 92.5 indicated that availability of physical infrastructure positively influenced teacher performance in public secondary schools in Bungoma South Sub County. Better physical environment available office space with a well light, favourable room temperature and good space to work from will boost the workers' morale and improve their performances. Pleasant, clean and well-lit work environments are the best working places. If the work station is disorganised and not presentable, there will be absenteeism and the staff will be less committed to the organization's goals. The designers of the staff room need to pay attention to space, aeration and ventilation, lighting systems. The teachers also need to arrange their work desks in an organised way to ensure there is a good impression to the other staff. Employees who work in a school which is pleasant, neat and has modern infrastructure are likely to experience more motivation and a job satisfaction than those working in an unpleasant workplace environment (Vischer, 2008). These ideas give the premise of the research, in that the school facilities determine the level of employee performance.

#### **4.6.3 ICT infrastructure and Teacher Performance**

The adoption of advanced information communication technology has changed the way of performing different tasks by use of modern printers in schools, work can be hastened and could be neat, the use of audio-visual machines, such as projectors, television in teaching could demystify the abstract concepts. The influence of ICT in the schools is summarised below:

**Table 4.12 ICT infrastructure and Teachers Performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Very large Extent	01	1.0
Large Extent	04	3.6
Low Extent	25	22.7
No Extent	80	72.7
<b>Total</b>	<b>110</b>	<b>100.0</b>

#### **Mean % 7.5**

From Table 4.12, the mean percentage of 7.5 indicated that availability of ICT infrastructure influenced teacher performance negatively to a very large extent in public secondary schools in Bungoma South Sub County. The world is changing and ICT seems to be

the mainstay of most activities, as much as the teachers in the public secondary schools are not tech-savvy, they have to come to terms and start embracing technology in teaching and other productivity measures. In respect to this, there needs to be sensitization programs that will encourage the teachers to embrace technology for higher efficiency and output. The students will also enjoy the great advantages of studying with systems that can simulate the class work and show the different functional components of what they study.

Moreover firms should acquire the advanced technological tools for improving the performance of employees, facilitate job-tasks, improve communication, increase efficiencies, and higher-levels of effectiveness in workplace management. In schools this could be the use of computers in nearly all school teaching and learning activities which enables learning to be easy. Dauda & Akingbade (2011) states that when organizations use advanced technology in their functions; employee performance is bound to improve as well as reduce the employees working efforts and tasks completion time. How technology will result to increased output will depend on how different facets are integrated with the human resource and other factors in play.

#### **4.7 Information Flow and Teacher Performance**

Putting in place a well-managed workplace information flow not only can provide a competitive advantage to an organization but can also lead to improved customer services, reduced costs, and efficient organizational process. It was essential to determine how information flow in public secondary schools determined performance under the following subtopics:

##### **4.7.1 Type of Information Flow Chain**

The current study sought to determine the type of information flow chain used by the school management, the findings are as below:

**Table 4.13 Type of Information flow chain**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Vertical Flow	90	82
Horizontal Flow	20	18
<b>Total</b>	<b>110</b>	<b>100</b>

From table 4.13 it was deduced 18% of teachers indicated that horizontal information flow chain was practiced in most of the study schools, while 82% indicated that vertical

information flow was also practiced in the study schools. Therefore it can be asserted that both vertical and horizontal information flow was practiced by the top management in public secondary schools in Bungoma South Sub County.

#### **4.7.2 Vertical Information Flow and Teacher Performance**

According to organization theoretical frameworks, in most organization workplace communication flows from top to bottom as policies, directives, expectations and rules. Less communication is upward the management levels except for reports on, which shows that there is very little feedback traveling from lower level managers to higher level managers. The study sought to determine whether vertical information flow negatively influenced teacher performance in public secondary schools in Bungoma South Sub County, the table below shows the findings:

**Table 4.14 Vertical Information Flow and Teacher Performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly Disagree</b>	04	3.6
<b>Disagree Mildly</b>	02	1.9
<b>Agree Mildly</b>	35	31.8
<b>Strongly Agree</b>	69	52.7
<b>Total</b>	<b>110</b>	<b>100.0</b>

**Mean % 90**

From Table 4.14, the mean percentage of 90 indicated that vertical information flow negatively influenced the performance of teachers in public secondary schools in Bungoma South Sub County. If there are efficient communication patterns laid down in the organization, the flow of information will be streamlined that will enable the different tasks to be carried out effectively and efficiently. Putting in place a well-managed workplace information flow not only can provide a competitive advantage to an organization but can also lead to improved customer services, reduced costs, and efficient organizational process. Information in an organization should be used as a basis for decision-making and controlling of normal tasks day by day. The most common communication model used in schools is vertical as memos, staff meetings, rules as communicated by the principals of information and policies from the cabinet secretary of

education to the schools. The hierarchical flow of information in schools in the schools has helped to some extent when action has to be taken against those that breach the normal work procedures.

#### **4.7.3 Horizontal Information Flow and Teacher Performance**

Lastly the researcher sought to determine to what extent horizontal information flow did influence positively teacher performance in public secondary schools in Bungoma South Sub County and the findings were as shown in table 4.15.

**Table 4.15 Horizontal Information Flow and Teacher Performance**

Response	Frequency	Percentage
<b>Very large Extent</b>	01	1.0
<b>Large Extent</b>	04	3.6
<b>Little Extent</b>	25	22.7
<b>No Extent</b>	80	72.7
Total	110	100.0

#### **Mean % 7.5**

From Table 4.15, the mean percentage of 7.5 indicated horizontal/free flow of information positively influenced teacher performance to a very large extent in public secondary schools in Bungoma South Sub County. In current organizations, the advantages of free and horizontal flow of communication are increasingly adopted. Learning institutions endeavour smooth activities, since information has to move in the departmental sections and employees in order to facilitate coordinating, planning, and control of the processes. The horizontal communication encourages workers to give feedback and suggest ideas that aim at improving the existing institutional processes (Miller, 2003).

In order to improve the flow of information in entities, it is important to find out the kind of informational content needed and how will support a particular institutional process (Bozath & Hanfield, 2005). Institutional communication surveys can assist in defining how the information required practises will guide towards achievement of the required results.

Information flow affect every aspect of the product process, and therefore it is crucial to have a well-laid down organizational information system (Heath, 2006).

Evaluating the flow of information should begin with having an understanding of what is expected of the information flow. Bozath & Hanfield (2005) suggested the five dimensions that should be looked into. The first aspect is accuracy which means that the flow should have accuracy and exactness. The second aspect is timeliness which shows that the information should be delivered on time. The third is reliability which is about how reliable the system will be so that they can be dependable. Information should not be lost in the communication process. The fourth aspect is detail and form, which means the information flow, should have the correct formats so that it is understood. Lastly, the information must be accessible to the employees who need it (Bozath & Hanfield, 2005).

Employees in secondary schools encounter a massive flow of information on daily basis right from their seniors through the departmental heads up to the employees and back to the principal. It is therefore prudent to have good channels of information flow within the divisions of the school hierarchy. This enables employees to perform their duties well, and by doing so, the school will ultimately realize its desired goals and objectives.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The essence of this section is to highlight the major aspects of the findings from the data analysis. Finally, a conclusion will be made and recommendations for further work and research.

#### **5.2 Summary of Findings**

The study sought to investigate on the influence of work environment of teacher performance in public secondary schools in Bungoma South Sub County, Kenya.

Concerning the influence of reward programme and teacher performance the study findings revealed that both intrinsic and extrinsic reward programmes are provided in the study schools. It was also revealed that intrinsic reward programme positively influenced teacher performance. The study also showed that extrinsic reward programme positively influence teacher performance to a very large extent.

On the influence of leadership style(s) and teacher performance the study findings showed that both consultative and participative leadership styles are practiced in the study schools. The study further found out that consultative leadership style positively influenced teacher performance. The findings also revealed participatory leadership style positively influenced teacher performance to a very large extent.

Concerning the influence of infrastructure on teacher performance the findings showed the schools had adequate infrastructure that could enhance teacher performance. The study further revealed that physical infrastructure positively influenced teacher performance. It can also be deduced that ICT infrastructure was not available in many schools and this negatively influenced teacher performance to a very large extent.

Lastly concerning the influence of information flow and teacher performance, the findings showed that many schools practiced vertical information flow. It was further asserted that vertical information flow negatively influenced teacher performance. It can also be deduced that horizontal/free flow of information positively influenced teacher performance.

### 5.3 Conclusion

The research aim was find out the influence of work environment of teacher performance in public secondary schools in Bungoma South Sub County, Kenya.

Concerning the influence of reward programme and teacher performance the study findings revealed that most of the respondents agreed that intrinsic and extrinsic reward system influence teacher performance in public secondary schools in Bungoma South Sub County. The overall achievement of an institution was determined by how an institution keeps its workers in good motivation. The research has revealed that all the management aspects are good in ensuring that there is success in the operations. When all the intrinsic and extrinsic aspects are well assessed, the management should determine when to use which schemes in rewarding the employees for success and victory. It is good for the management to consider a good integration of both the intrinsic and extrinsic aspects of management so that there is a good way in which all the different aspects are integrated into a common strategy for success.

On the influence of leadership style(s) and teacher performance the study findings showed that majority of respondents strongly agreed that both consultative and participatory leadership style positively influenced teacher performance in public secondary schools in Bungoma South Sub County. Employees in schools feel responsible for accomplishment of institutional objectives. The responsibility is motivational since subordinates are offered monetary rewards for achieving institutional objectives and goals which they had earlier participated in formulating. For this style, the top managers fully trust their employees, and are all equal to the decision making and implementing processes (Seyyedi & Izadi, 2009). Leadership or management style directs the culture, atmosphere and strategies guiding the institution. Leadership style is a set of traits, attitudes and skills in the managers (schools principals) realized by four factors: trusting workers, values, leadership orientation, and a sense of security adopted in important situations (Adeyemi, 2011).

Concerning the influence of infrastructure on teacher performance the findings showed that majority of respondents strongly agreed that both physical and ICT infrastructure influenced teacher performance in public secondary schools in Bungoma County. In this world of modern and rapid high-information communication technology changes, technological innovations will continue to accelerate the future. ICT often presents challenges since the staff and other non-teaching staff may not be willing to embrace the use of technology in the work station. This is

especially the case when there is no flexibility on the part of the staff. The management of the schools should coe with ways of training their staff to make sure they willingly embrace using technology in their operation for greater potential and success in the operations. Lastly concerning the influence of information flow and teacher performance, the findings showed that majority of respondents asserted that they agreed strongly that vertical information flow negatively influenced teacher performance, however majority of respondents strongly agreed that horizontal and free flow of information positively influenced teacher performance in the study schools in Bungoma South Sub County. In order to improve the information flow of an organization, it is important to find out the kind of informational content needed and how will support a particular institutional process (Bozath & Hanfield, 2005). Institutional communication surveys can assist in determining how the information systems and practices are contributing in towards the organizational performance. Information flow affect every aspect of the product process, and therefore it is crucial to have a well-laid down organizational information system (Heath, 2006).

#### **5.4 Recommendations**

Basing on the study findings of this study, the researcher therefore recommends that;

1. The study schools should continue practicing both intrinsic and extrinsic reward programme to motivate the teachers toward their improved performance and overall student academic performance.
2. The top administration should continue practicing both consultative and participative leadership styles as this enhance the participation of all school stakeholders in the decision making process in the study schools and hence easier implementation of schools goals and objectives.
3. The management should strive to embrace ICT/ new technology in school management as this will boost teacher performance as well as students' academic performance.
4. The schools should adopt horizontal and free flow of information as this allows for feedback both up down and down up communication chains.

#### **5.5 Areas for Further Study**

The study further recommends that;

1. The same study to be done in other counties so that a comparison can be made of the findings of these studies.

2. Influence of horizontal information flow on teacher performance in public secondary schools
3. Effect of ICT on the academic performance of the students' in extra county public secondary schools

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## **APPENDICES**

### **APPENDIX I: INTRODUCTION LETTER**

I am a master student at the University of Nairobi. I am carrying out a research project to fulfill the requirement for award of Master of Arts Degree in project planning and management. The topic of research is “**Influence of work environment on teacher performance in Public Secondary Schools in Bungoma South Sub County, Kenya**” Kindly provide your sincere responses to this questionnaire whose information will be treated with confidentiality and used purely for academic purposes. Your assistance will be highly cherished.

**Thanks in advance**

**Yours faithfully,**

## **APPENDIXII: TEACHERS QUESTIONNAIRE**

### **INTRODUCTION**

The purpose of this questionnaire is to collect information concerning the influence of internal workplace environment on employee performance in public secondary schools in Bungoma South Sub-county.

All of the responses will be treated confidentially and only for research purposes. Please feel free to give your honest opinion about the questions and statements given. Respond by either ticking (√) or filling in the spaces provided appropriately. There is no correct or wrong answer. Your participation in completing the questionnaire will be highly appreciated.

### **SECTION A: PERSONAL DATA.**

1. What is your gender? A) Male  B) Female

2. Highest professional training attained.

A) DIP.ed  B) B.ed  C) M.ed  E) PhD  D) any other, specify.....

3. Teaching experience.

Less than 5years  years 5 – 10  years 11 – 15  above 15 years

4. Category of the school you teach.

National County (Provincial)  Sub-County (District)

5. Teaching experience in the current station.

Less than 5years  years 5 – 10  years 11 – 15  above 15 years

6. Position held in the school.

Deputy Principal  Head of department  Class teacher  other

7. Current age in years. 20 – 25  26 – 30  31 – 35  36 – 40  41 – 45

46 – 50  51 – 59.

**N/B**

For section (A) inparts B to E, Please indicate with a tick (✓) your position on the listed statements below; If you Strongly Agree (SA), for instance, tick 5, or if you Strongly Disagree (SD), please tick 1. We are interested in the number that best shows your views on the expectation of the study

## **SECTION B: REWARDS PROGRAMME**

7. Are you satisfied with your current pay as a teacher? Yes ( ) No ( )

8. The following are some statements on the reward systems in schools affecting teacher motivation. Please indicate the extent of your agreement with each statement in relation to your school.

1-Strongly Agree 2 – agree 3- Either agree or disagree 4-Disagree 5-Strongly Disagree

Statement	1	2	3	4	5
Does the school provide both intrinsic and extrinsic reward programmes					
Teachers are promoted on the basis of their qualifications and performance through intrinsic rewards					
Teachers output outweigh the pay they receive in terms of salary through extrinsic reward programmes					
Teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance					

### SECTION C: LEADERSHIP STYLE

NO. STATEMENT

SA A U D SD

- 1 Does the school administration adopt both consultative and participative leadership styles
- 3 I have complete confidence in participatory leadership embraced by the school administration
- 4 I allow my subordinates chance to present their views openly through consultative leadership
- 5 I involve my subordinates in planning activities of the school

- 6 I frequently involve my employees in decision making
7. Which is the best management style to use when dealing with employees .....
- .....
8. Why do you recommend the style in (a) above .....
- .....

**SECTION D:EXISTING SCHOOL INFRASTRUCTURE**

NO.	STATEMENT	SA	A	U	D	SD
1	My school has most of the necessary facilities (classes, offices, stores, laboratories, fields etc.) we require to perform our duties					
2	My school physical facilities layout and design fits the intended curriculum and use					
3	The school has adequate infrastructure to support teacher performance					

- 4 I have advanced equipment at my workplace
- 5 My school provides proper tools and technology for performing task.
- 6 Availability of advance technology increase employees' duty performance.
  
- 7. List any two major facilities lacking in your school .....
- 8. Are your school facilities safe to work from.....  
.....

**SECTION E: INFORMATION FLOW IN SCHOOL**

NO.	STATEMENT	SA	A	U	D	SD
1	Does the school use both vertical and horizontal information flow					
2	In my school there is vertical flow of information amongst the employees (workers)					
3	I do get up- to-date information concerning my duties through horizontal information flow.					
4	The information I get from my juniors concerning our duties in school arrive without delay.					

- 5 The information I need from my juniors is easily available
  - 6 In my school, information passes through several levels before reaching employees.
  - 7. In your opinion which is the best channel of passing on information to employees in your school.....
  - 8. Give a reason of your answer in (a) above .....
- .....

**END OF QUESTIONNAIRE**

**APPENDIXIII: PRINCIPALS INTERVIEW SCHEDULE**

**INTRODUCTION**

The purpose of this questionnaire is to collect information concerning the influence of workplace environment on teacher performance in public secondary schools in Bungoma South Sub-County. All of the responses will be treated confidentially and only for research purposes. Please feel free to give your honest opinion about the questions and statements given. Respond by ticking (√) or filling in the spaces provided appropriately. There is no correct or wrong answer. Your participation in completing the questionnaire will be highly appreciated.

- 1. Which reward programme has the school adopted for motivating teachers?

Prompt.....  
.....

2. Does the school adopt both intrinsic and extrinsic reward programmes for teacher motivation?

Prompt.....  
.....

3. What leadership style does the school use to enhance teacher performance?

Prompt.....  
.....

4. What infrastructure influence teacher performance in the school?

Prompt.....  
.....

5. Which information flow channel has the institution adopted in relaying information in the school?

Prompt.....  
.....

THANKS

