

**THE WORK ENVIRONMENT AND ITS IMPACT ON TEACHER
PERFORMANCE IN SECONDARY SCHOOLS: A CASE OF WESTLANDS –
NAIROBI COUNTY, KENYA.**

**BY
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DECLARATION

This project report is my original work and has not been submitted elsewhere for examination.

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DEDICATION

I dedicate this work to my parents, Peter Kyule and Ann Nzioka, my siblings Dancan Nzioka, Rael Munyiva, Evelyne Mukethe and Amos Kyule for their love, concern and encouragement they offered me during my course of study, above all I dedicate this project report to my husband Edwin Omondi for financial and moral support and my children Joy and Jay Omondi for their love and understanding and I wrote this project.

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LIST OF ABBREVIATIONS

EP	Effective Performance
HR	Human Resource
KCSE	Kenya Certificate of Secondary Education
SHE	Schools for Health in Europe
PM	Performance management
PMS	Performance Management Systems
	SPSS Statistical package for social sciences

ABSTRACT

The purpose of this study was to determine the working environment of a teacher effect on teacher effectiveness in delivery.

A cross-sectional study was employed on 70 teachers in secondary schools. random sampling was Carried out where teachers to be involved in the study were identified .An interviewer administered questionnaire was used to capture socio-demographic/economic characteristics, influence of the 100% transition policy(education for all),the reforms in curriculum ,motivation programmes and the types of leadership, availability of facilities and how they impact of teacher performance.

The population of study was secondary school teachers in westlands constituency.

The data was analysed using statistical package for social sciences (SPSS version 20).the data was analysed using descriptive statistics. Associations were analysed using chi-square.

The level of significance was determined at the p-value.

The outcome of the survey indicated the 100% transition impacted negatively on teacher performance, motivation programmes, integration of ICT in schools and availability of resources and facilities positively impacted on teacher performance.

CHAPTER ONE

INTRODUCTION

This chapter entails background information to the study, statement of problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope of the study and limitations of the study. This breakdown is as follows;

1.1 Background of the study.

This study looks at examinations as indicators of success. It therefore seeks to examine how the working conditions of a teacher affect their performance. Secondary schools with the ability to motivate their teachers through conducive working environment, adequate facilities, good and advanced technology and adequate compensation tend to encourage these teachers to give their very best hence improved performance and delivery on the part of the teacher which in return leads to good students' performance. With the introduction of education for all policy and the 100% transition it is agreeable that there is an influx in students in secondary schools, this leading to congested classrooms especially in public schools and this leads to disruption making it difficult for teachers to reach all their students according to student's needs. Teachers partake a critical role in academic achievement of their learners there is therefore a need for job satisfactions on the part of the teacher. to achieve this it is of great importance that all stakeholders concerned with the welfare of the teachers work hand in hand to ensure that the needs of the teachers are meet to their satisfaction.

It has been proved that teachers have an important influence on students' academic achievement. In their study, Wright, Horn and Sanders (1997) conclude that the most important factor influencing student learning is the teacher. Teachers stand in the gap between transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically. This is despite of their similarity or difference in students' ability and potential in academic success. Since 1985, the education sector in Kenya has seen major reforms from management to the curriculum under study. To date, there has been steady growth in the advancement of education in the country. However the quality of education offered in Kenya is questionable because, Key findings about education in Kenya, based on the results of the Uwezo 2009 assessment indicate that, Literacy levels are low, and are substantially lower in certain regions.

Girls tend to perform better in reading English and Kiswahili, while boys tend to perform better in math. Literacy levels are lower in public schools than private schools this leads to the question of how conducive the working conditions for teachers are in private schools than in public schools that brings about the difference in academic achievement of the students. Recently there has been a change in curriculum which leaves a question on how prepared the teachers are in delivering of the new curriculum, and are the working conditions conducive enough for effective performance of the teacher. There is a severe shortage of teachers compared to the big influx of students in secondary schools that can be attributed to the 100% transition that is all students that sit their KCPE must transit to secondary schools despite their performance in primary school examinations.

Embezzlement of public funds by school administrators and lack of accountability on the part of the administration in schools leads to gaps on the types of leadership which may impact heavily on the performance of teacher. 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 Nairobi, west lands constituency.

1.2 Statement of the Problem.

In Kenya today a lot of emphasis has been put on education and that each child has a right to basic education according to the Kenyan constitution. (Kenya constitution, 2010).however to acquire the right kind of education it is very crucial that schools have effective teachers who can deliver to their level best. The prevailing conditions at the work place play an important role in a school's ability to retain and obtain effective teachers. Poor academic performance has been noted in Kenya over the past few years for instance, The reports on education in secondary schools in Nairobi, Westland Sub –County depict that, the schools performance in 2016 Kenya Certificate of Secondary Education (KCSE) examination was average. 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 8.523 in the year 2014 to a mean score of 7.532in the year 2015 and to a mean score of 7.42 in 2016, which is a negative deviation of 0.9952 (Nairobi Westland sub-county K.C.S.E Analysis hand book, 2016). We may deny the fact that to quality of education being offered is questionable since of interest is that students enroll to schools but the working conditions of teacher are wanting and thus attracting need to determine how the working conditions of impact on the performance of the teachers.

1.3 Purpose of the Study

The purpose of this study is to determine the work environment of an educator and its influence on teachers' performance in Secondary schools in Nairobi, Westlands constituency.

1.4 Objectives of the Study

The objectives specific to this study were:

- a. To determine how motivating teachers affect their performance.
- b. To determine how the type of leadership affect the performance of a teacher.
- c. To determine how the existing infrastructure and facilities affect educator effectiveness in secondary schools in westlands constituency.
- d. To examine the current reforms in education and how they impact on performance of teachers.

1.5 Research Questions

The study questions that the survey sought to answer were:

- i. To what extent do the motivation programs affect an educator's performance?
- ii. How does leadership style affects an educator's effectiveness?
- iii. How does existing infrastructure affect an educator performance?
- iv. How do the current reforms in education impact on teacher performance in secondary schools?

1.6 Significance of the Study

The study outcome would be important in that,

The outcome of the report will easily provide a way forward for the policy formulators to come up with policies that will streamline the working environment of an educator for better results of learners in the secondary schools.

This report will provide a key solution on which the education stakeholders can focus on to improve education standards in the country.

The report will create a new platform for researchers to do further studies in education sector in the country which will have an avalanche effect in other areas of survey.

1.7 Delimitation of the Study

The research only covered the work environment of an educator influence the effectiveness of teachers in the secondary school institutions in Nairobi, Westland constituency. However, it confined to the following main variables; motivation programme, leadership style, existing infrastructure and current reforms.

1.8 Limitations of the Study

The survey carried out 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.

1.9 Assumptions of the Study

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

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section has reviewed previous studies and literature about teachers' performance in Secondary school in Kenya and the various aspects of the working conditions of the educator.

2.2 The working environment of an educator

2.2.1 Infrastructure and facilities.

Infrastructure state significantly influences employees' level of job dissatisfaction and the general academic performance of students. Better physical environment of the office (having a well light, favorable room temperature, and good space to work from) can boost the teachers' morale and finally improve teacher performances. According to Ramlall (2003), individuals endeavor 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).

2.2.2 Type of Leadership

For an organization to have a progress heavily relies on the type of management system in place. Management is the coordination of human and material resources to achieve organizational objectives in a way that is acceptable to society (Jasbi, 2011). Good leadership is key to effective management.

Previous surveys 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 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. 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 that impact on attainment of the objectives, in this system; the employees are rewarded for their good work but not the use of threats to instill fear and obedience. With this style the principal makes the decisions, while the subordinates' follow these decisions without questioning and their involvement in decision making is very minimal. The third category is the consultative leadership style: in this system of leadership the employees participate in the decision making process. In simple terms, the management involves the management 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 democratic type of leadership. In this style, top leadership has absolute confidence in the staff it has employed. The staff is completely involved in making key decisions. And their ideas are considered. Their participation is key to the company and no idea or solution is disregarded rather it is analyzed and the implications fully communicated; 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).The survey examines the types of leadership exercised and their impact on the effectiveness of an educator in secondary schools in Nairobi, Westland constituency.

2.2.3 Motivation of teachers.

Rewarding of staff very important in motivating 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 they esteem the human resource they have in the organization.

The activities that are rewarding include those that give 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 center 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. This survey examined the current reward programmes in place and how they impact on teacher performance in Nairobi, Westland constituency.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section entails ,the research design, population of study, sample size and sampling procedures, research tool used, validity and reliability of the tool, data collection procedures and data analysis techniques.

3.2 Research Design

This research adopted a descriptive survey design study since it aims at collecting educational data that describes the role of good working conditions on effective employee performance in secondary schools (Kothari, 2008).Descriptive data is usually collected through a questionnaire, interview or observation. The information which the study seeks to obtain, deals with the working conditions and its impact employee performance in secondary schools in Nairobi, Westland constituency. This included reward system, leadership styles and existing infrastructure. Therefore, through use of a questionnaire it was possible to get data on the working conditions of an educator on their impact on teacher performance in Secondary schools.

3.3 Study Population

The population of study included teachers from 10 secondary schools in Nairobi Westland constituency.

Table 3.1study population

School	Number of Students	Number of Teachers
Farasi Lane Secondary school	150	10
Kabete Vet Lab Sec. School	200	12
High Ridge sec. school	180	11
Kangemi High School	600	30
St. Georges' Girls High School	2000	100
Kenya High School	3000	100
Lavington Secondary School	3000	80
Total =7	9130	343

Source: Field Data 2019(*Nairobi, Westlands Sub County Education Office*)

3.4 Sample Size

According to Gay, (2005), 20% of the study 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 considered an appropriate representation of the study population. Therefore the sample size consisted of 70 respondents.

3.5 Sampling procedure.

Westlands sub-county was purposively selected as its urban settlement in Kenya. teachers to be involved in the study were randomly sampled to allow equal chances to the teacher to be involved to pick in the study. The teachers to participate in the study were 2 deputy principals, 2 principals and 66 teachers respectively as shown in table 3.2.

Table 3.2 Sample Size

Position	Target Sample	Sample Size
Principals	7	2
Deputy Principals	7	2
Teachers	329	66
Total	343	70

3.6 Collection of Data

3.6.1 Data Collection Tools.

The tool for data collection was a semi structured questionnaire. Data collected by the questionnaire included; social-demographic data, motivation programmes, availability of infrastructure and facilities and types of leadership.

3.6.2 Pretesting

A sample of five teachers were interviewed before the actual survey in the neighboring Nairobi Dagoretti Sub-County to test the time required to completely fill each questionnaire and also help make modifications in the questions where necessary.

3.6.3 Data Quality Control.

The quality control was obtained throughout the study period to ensure accuracy, validity and credibility of the information. This was done at various levels. First through selection of appropriate research assistant, pretesting of the questionnaires was done prior to the actual study and any necessary modifications/alterations made. The questionnaires were checked daily for errors, discrepancies and omissions. During data entry, the data was cleaned of any obvious outliers.

3.6.4 Data collection procedures

After getting a go ahead from the university administration, the researcher made a number of visits to schools which were aimed at introducing, familiarizing and informing the head teachers about the study to confirm their co-operation.

During the visits, arrangements for administering the research tool in each school were made and all areas of difference were addressed through substantial clarifications.

3.7 Data Analysis Techniques

Data obtained from the Survey was coded prior to the data entry process. The data was then analyzed using statistical Package for Social Sciences (SPSS) version 20 by getting proportions and frequencies. Demographic data was analyzed using descriptive statistics, simple counts/frequencies and proportions were computed on age, education level and experience of teachers.

3. 8 Ethical Consideration

An ethical consent was sought from the relevant local authority section of Westlands; the respondents were also informed of the purpose, objectives, possible benefits and risks of the study. They were then requested to voluntarily give consent by signing an informed consent form. No names of the participants were to appear anywhere in the questionnaires or the final reports.

CHAPTER FOUR
ANALYSIS OF DATA, PRESENTATION, INTERPRETATION AND
DISCUSSION

4.1 Introduction

Out of 70 questionnaires issued out, 65 were fully filled and submitted. The response rate is shown below;

Table 4.1 Response return rate.

	Frequency	Percentage
Returned	65	93
Unreturned	5	7
Total	70	100

From the Table 4.1, percentage return rate was 65 (93%). 7% of the questionnaires were not fully filled.

4.2 Socio-demographic attributes of the respondents.

The research was conducted and took into consideration the demographic aspects of the respondents, this would assist the researcher categorize the findings based on demographic details. 42.6% of the teachers had acquired a degree education, 25.9% had acquired a diploma in education while the rest 16.7%, 13% and 1.9% had, PGDE, Masters in education and a PhD respectively.

More than half of the teachers had acquired teaching experience of between 5-10 years (61.9%) ,(18.5%) had acquired 10-20 years of teaching experience and the rest had acquired 0-5 years' experience and above 20 years of experience at 13% and 6.6% respectively. .Majority (93.0%) of the respondents were classroom teachers while few were principals and deputy principals at (3.0%) and (3.0%) respectively.

Majority (88.9%) of the respondents in the study were female teachers while only a few (11.1%) were male teachers. The mean age of the teachers was 28.17 ± 3.1 years the youngest teacher was 24years old while the oldest was 58 years old.

Table 4.2: Socio- Demographic attributes of the respondents.

DEMOGRAPHIC CHARACTERISTIC (n=65)	PERCENT	FREQUENCY
Gender		
Male	7	11.0
Female	58	89.0
Education level		
Dip.Ed.	17	25.9
Degree.Ed	28	42.6
PGDE	11	16.7
Masters.Ed	8	13.0
PhD	1	1.9
Teaching Experience.		
0-5years	8	13.0
5-10 years	40	61.9
10-20 years	13	18.5
20 years and above	4	6.6
Position held in school		
Teacher	61	94.0
Deputy Principal	2	3.0
Principal	2	3.0
Age of respondents		
20-30	35	54.0
31-40	15	23.1
41-50	10	15.4
51-60	5	7.7

4.3 motivation programmes of an Educator

4.3.1 Provision of internal and external motivation Programs

The study sought to determine whether the teachers were satisfied with their current salaries and allowances and the outcome was as shown below:

Table 4.3 Response on satisfaction of remuneration received.

RESPONSE	FREQUENCY(n=65)	PERCENTAGE
Satisfied	25	38.5
Not satisfied	40	61.5

Majority of the teachers (61.5%) were not satisfied with their current salaries and these were mainly from public school, 38.5% of the teachers most from private schools and principals reported that they were happy with their wages.

4.4 Internal Reward Programme

Teachers were asked whether internal motivation such as appreciation and recognition were present in their work station and all the teachers reported that they were recognized for their efforts and good work.

4.5 impact of internal motivation and its influence on teacher performance.

The respondents were asked whether recognition and appreciation impacted on their performance and the response was as shown below.

Table 4.4 internal motivation and its influence on teacher performance.

Response	Frequency	Percentage
No	10	15
Yes	55	85
Total	65	100.0

From the results obtained majority (85.0%) of teachers strongly agreed that internal motivation positively influenced their performance whereas only a small percentage (15%) reported that internal motivation did not influence their performance.

4.6 External motivations and its influence on teacher performance.

Examples of external motivation are in an organization are bonuses, pay, promotions and fringe benefits. The respondents were asked to rate to what extent does extrinsic reward programme as a factor enhanced their working and therefore influencing student's performance was as summarized below:

Table 4.5 Extent to which external motivation influenced teacher performance.

Response	Frequency	Percentage
Little degree	15	23.1
Large degree	50	76.9
Total	65	100.0

From the above results majority (76.9%) of the teachers reported that external reward programmes influenced the working environment of an educator to a very large extent while only a small percentage (23.1%) reported that external motivation did not influence their performance and hence influenced the performance of a learner in secondary schools. Psychological or intangible benefits like recognition and appreciation are an essential ingredient to motivation and raising productivity levels. Reio & Callahon (2004) argued that both internal and external rewards motivated the employees and resulted in better performance.

4.7 Type of Leadership in school and how it influences teachers' performance.

Management style is key to the success of an organization. It broods the culture, strategies, discipline and the development of an institution. In this research, it was important to determine how the type leadership excersised in schools and how it impacts on performance of a teacher secondary schools in Nairobi Westland constituency.

4.8 Type of Leadership

The study first sought to examine the type of leadership practiced by the school management in the study schools, the response was as shown below:

Table 4.6 Types of Leadership style

Type of leadership	Frequency	Percentage
Consultative	25	38.5
Participative	40	61.5
Autocratic	00	00
Total	65	100

Form the response above majority of respondents reported that consultative leadership style is practiced in the study schools as indicated by 61.5% of the respondents, while 38.5% indicated participative leadership.

4.9 Influence of Leadership on performance of a teacher.

The respondents were asked to whether being consulted in some decisions that affect them directly affected their effectiveness and the response was as shown below,

Table 4.7 Leadership influence on teacher performance.

Response	Frequency	Percentage
No	25	38.5
Yes	40	61.5
Total	65	100.0

From Table 4.7, It was asserted that more than half (61.5%) of the teachers were of the opinion that participative leadership is an effective factor that positively influences the performance of a teacher while 38.5 % strongly disagreed that using consultative leadership does not positively affect their performance. The style motivates teachers to work hand in hand with the principals in ensuring that the goals of achieving good academic performance of the learners are achieved. It was argued that when teachers are allowed to make formative decision concerning policies in a learning environment, the principal can fully build trust and equality and this can wheel the school in right direction.

4.10 Available Infrastructure and its influence on teacher performance.

Availability of infrastructure in a learning institution enhances the teaching and learning process of an educator in a working environment. School infrastructure determines trends in the school calendar of events and processes which influences both the educators and learners.

Some of these learning/teaching facilities include; textbooks, library, laboratory equipment, charts, maps among others. The facilities were considered as significant on the performance of the learners. Then response concerning adequacy of facilities was represented in the table below;

Table 4.8 Adequacy of Infrastructure

Category	Frequency	percentage
adequate	25	38.5
Not adequate	40	61.5
Total	65	100

From table 4.8 above, 61.5% reported that the study schools had inadequate infrastructure which a factor influenced the working environment of an educator and therefore resulted to poor performance of learners in these public schools.

4.11 Physical Facilities as a factor on the working environment of an educator

An institution that has modernized its physical facilities impacts positively on the work environment of an educator. In determining whether physical facilities influence the work environment of an educator, the following was the outcome.

Table 4.9 Physical Facilities and Teacher Performance

Response	Frequency	Percentage
Yes	52	80
No	13	20
Total	65	100.0

From Table 4.9, majority (80%) strongly agreed that enhanced physical facilities positively influenced the effectiveness of an educator in secondary schools in Nairobi

Westland Sub County. Enhanced physical infrastructure boosts the morale of educators and this improves performance of learners in both academic and co –curricular activities. Pleasant, clean and well-lit work environments are the best working places. If the work station is disorganized and not presentable, there will be absenteeism and the staff will be less committed to the organization’s goals.

4.12 ICT infrastructure as a factor in the working environment of an educator.

Information is power. Provision of ICT infrastructure has the potential to provide remarkable results in the performance. Use of modern machines has fastened the completion of tasks in a fast, easily retrieved and secure manner.

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 summarized below:

Table 4.10 ICT infrastructure and Teachers Performance

Response	Frequency	Percentage
Very large Extent	45	69.2
Large Extent	15	23.1
Low Extent	4	6.1
No Extent	1	1.5
Total	65	100.0

From Table 4.10, majority (69.2%) indicated that availability of advanced technology positively influenced the performance of teachers to a very large extent in secondary

schools in Nairobi Westland constituency. Dauda & Akingbade (2011) explained that when organizations inculcate the use of technology in their daily activities; employees efficiency improves and at the same time employees working tasks are completed on 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.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section covers summary of findings, conclusion and recommendations of the study.

5.2 Summary of Findings

This survey sought to investigate the working conditions impact on teacher performance in secondary schools in Nairobi Westland constituency, Kenya.

From this study both internal and external motivation positively influences teacher performance

The type of Leadership is a key component in the working environment of an educator. Adoption of consultative and participative management styles positively impacted the performance of an educator. The study showed that schools that adopted such methods of leadership led to better results in student's performance because teachers felt more involved in decision making in day today school activities. Changing the leadership style and adopting a more factual and realistic style is good for any organization including schools.

Availability of good Infrastructure and facilities is a tool of performance. Change of infrastructure of the school to a more modern way impacts the performance of both teacher and students. The study advanced technology had not been incorporated in many schools and this negatively impacted on the performance of a teacher.

5.3 Conclusion

The study findings revealed that most of the respondents agreed that intrinsic and extrinsic reward system influence teachers in executing their duties as educators and therefore influence learner's performance in schools. The overall achievement of an institution was determined by how an institution keeps its workers highly motivated. Management has a great influence on the educator. A holistic management approach creates an environment where the educator is able to participate, suggest and provide policies which will influence the learner. Such an environment will positively influence the learner's performance. 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.

The type of Leadership is a factor in the working environment of an educator. The study showed that majority of respondents strongly agreed that participatory leadership style positively influence the working environment of an educator. Management style directs the culture, atmosphere and strategies guiding the institution. Leadership 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).

Infrastructure is a good evil factor that cannot be ignored. Findings showed that majority of respondents strongly agreed that both physical and ICT infrastructure is a factor that

can make a teacher either be motivated or be de-motivated in a working environment. Due to globalization because of enhanced technology an educator is supposed to be highly innovative and up to date with the current teaching techniques. Presence of ICT in an institution will hugely motivate an educator who will use it effectively on his/ her students. There is also need for training of these educators and this will inculcate the culture of effectively using ICT in schools.

5.4 Recommendations

From the study outcome, the researcher therefore recommends that;

1. Internal and external motivation programme should be fully adopted as it motivates teachers and this positively impacts on their performance in school.
2. The top management should adopt leadership styles that enhance smooth information flow. They should choose either to use consultative/ participative as often as it allows the teachers to feel part of the system.
3. ICT inclusion and implementation is fundamental to both the teachers and students. The management should ensure this factor is provided in the institution.

5.5 Suggestions for Further Study

The researcher recommends that the following areas should be researched on;

1. How have the changes in the Education policies have influenced the performance of an educator?
2. Influence of ICT provision on the performance of the students in secondary schools

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APPENDICES

APPENDIX I: CONSENT FORM

I am Caroline Mbenge Nzioka, a student at the University of Nairobi pursuing a post-graduate diploma in Education. I am carrying out a research project to fulfill the requirement for the award of a post-graduate diploma in education. The study is on the working environment of a teacher and its influence on student performance a case of Westlands Sub County.

You have been selected to participate in this research but before you decide participate or not to participate in this study it is important for you to know the following.

PURPOSE; The information obtained will be useful in improving the working conditions of a teacher for better students' performance.

BEING IN THE STUDY: being in the study is voluntary and you can withdraw from the study if you wish to.

CONFIDENTIALITY: The information obtained from this study will be kept confidential and your names will not appear anywhere in report writing only the household numbers will.

RISKS AND BENEFITS: There are no risks involved if you decide to take part in the study and no special benefits will be offered for those who will participate.

COST: You will not incur any cost if you choose to participate in this study .Participation in this study will be your own free will.

NEW FINDINGS. The findings will be shared with the University of Nairobi.

PROBLEMS AND QUESTIONS. In case of any problems or questions after this study you are free to contact me through my email address (Carolnzioka92@gmail.com) or

phone number (0713461552).

RIGHTS OF THE PARTICIPANT.As a participant you have a right to voluntarily participate in this study or to opt out of the study, you can withhold any information that you choose to and you can express your opinions freely.

I-----have read the above consent form and understood it.

I understand that participating in this study is voluntary and the information that I will be provide will be kept confidential.

I agree to participate in this study----- 1=yes 2=no-----

Signature-----date-----

APPENDIXII: TEACHERS QUESTIONNAIRE

INTRODUCTION

You are requested to give your opinion based on the questions 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 regarded.

SECTION A: PERSONAL INFORMATION.

1. What is your gender?

a) Male

b) female

2. Highest professional training attained.

a) Diploma in education

b) Degree in education PGDE

c) Masters in education

d) PhD

3. Teaching experience.

a) Less than 5 years

b) 5-10 years

c) 10-20 years

d) Above 20 years

4. Position held in the institution

a) Class room teacher

b) Deputy principal

5. Principa

Age bracket in years \

a) 20-30years

b) 31-40 years

c) 41-50years

d) 51-60 years

6. Are you satisfied with your current salary and benefits? Yes () No ()

7. If NO, suggest ways of improving your working environment:

.....
.....
.....

SECTION B: REWARDS PROGRAMME

1. Does your current salary and benefits impact on your performance as a teacher.

a) Yes

b) No

2. Do you absent yourself from work to look for side hustles?

a) Yes

b) No

3. Are you recognized for your good work and excellence in academics and co-curricular activities?

Yes

No

4. Does this recognition and appreciation motivate you to work harder for better results next time?

Yes

No

SECTION C: LEADERSHIP STYLE.

1. What kind of leadership would you say is exercised in your school,

- a) Consultative leadership
- b) Participative/democratic leadership
- c) Autocratic/authoritative leadership**

2. Does the school administration allows you to participate in decision making process

- a) Yes
- b) No**

3. Would you say that your participation in decision making makes you want to do beter in your position as ateacher?

- a) Yes
- b) No**

4. Which is the best management style to use when dealing with employees.....
.....

5. Why do you recommend the style in (a) above.....
.....

SECTION D: EXISTING SCHOOL INFRASTRUCTURE

		Yes	No
1	My school has the necessary facilities (classes, offices , laboratories, pit latrines etc) we require to perform our duties		
2	The school has adequate infrastructure to support teacher performance		
3	My school has among the modern ICT resources		
4	Availability of IT resources motivates teachers to teach and enhance the learning environment		
5	The school facilities provided caters for both teachers and students with special needs.		

APPENDIX III: PRINCIPALS INTERVIEW SCHEDULE

INTRODUCTION

The purpose of this questionnaire is to collect information concerning the impact of the work environment and performance of teachers in Secondary school Nairobi west lands constituency. 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 regarded.

1. A good reward programme for my teachers has a positive influence on the performance of students in my school. Yes No
2. Which kind of leadership style have you adopted in your school?.....
.....
3. I have ensured that theirs provision of good infrastructure for my teachers to enhance the learning activity. Yes No
4. Which infrastructure in your institution has had a positive impact on your teachers and therefore has led to improvement on learner’s performance?
.....
5. Which information flow channel has the institution adopted in relaying information in the school?
.....