WORK ENVIRONMENT AND JOB PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS OF KABAROLE DISTRICT, UGANDA

BY

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A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

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Declaration

I, Innocent Guma, do declare that this dissertation titled "Work environment and job performance of teachers in secondary schools of Kabarole district" is my own original work, prepared and developed through my personal effort. To the best of my knowledge, this work has never been presented to any other university or academic institution for any award.

Signed ……………………………………….. Date………………………………….

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Approval

This dissertation by Innocent Guma entitled "Work environment and job performance of teachers in secondary schools of Kabarole district, Uganda" has been submitted with our approval as Supervisors.

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Dedication

This work is dedicated to my father Deogratias Kahangire (RIP), mother Sophia Kahangire, and all my brothers who prayed for and supported me throughout this Masters journey.

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I begin by giving thanks to God the Almighty for His magnanimous mercy, love and grace bestowed upon me during this course. Taking into consideration that it would be impossible to complete my Masters Thesis single handedly, I express special and heartfelt appreciation to my mentors and supervisors. More so, Doctors Edith G. M. Mbabazi (PhD) and Joseph Rwothumio (PhD) who diligently and unwearyingly guided me, read through every piece of this work and provided me with constructive pieces of advice and encouragement to finish this research process.

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Table of Contents

List of Tables

List of Figures

Abbreviations and Acronyms

DEO   District Education Officer

DIS   District Inspector of Schools

HODs   Heads of Departments

HTs   Head teachers

ICT   Information and Communication Technology

IMS   Instructional Management Systems

IQ   Intelligence Quotient

MoES   Ministry of Education and Sports

NGOs   Non-Governmental Organizations

PTAs   Parent Teacher Associations

SACCO   Savings and Credit Cooperations

SET   Social-ecological theory

UNEB   Uganda National Examinations Board

USA   United States of America

Abstract

The study investigated the relationship between the working environment and job performance of teachers in secondary schools in the Kabarole District. The objectives of the study were to analyze the relationship between technical environment and job performance of teachers, assess the relationship between human environment and job performance of teachers and to determine the relationship between administrative environment and job performance of teachers in secondary schools of Kabarole District. Using across-sectional survey, data was collected from 158 respondents who included 152 teachers, 2 district-based and 4 school-based administrators by the help of a structured questionnaire and interview guides. Data was analyzed using descriptive statistics, Pearson correlation test and regression analysis. In the findings, a moderate and significant relationship ($r =.301, P<0.01$) existed between the technical environment of secondary schools, but it did not significantly predict job performance. Access to relevant teaching materials and infrastructure by teachers, increases the likelihood to accomplish their teaching roles as long as the infrastructure is modern, adequate and teachers have the skills to use it. A positive, moderate and significant relationship ($r =.279, P<0.01$) existed between human environment of secondary schools and it positively predicted job performance. Relevant mentoring and psychosocial support enabled teachers to do their teaching roles better. It was revealed that a positive and significant relationship existed between administrative environment and job performance of teachers ($=.640, P<0.01$) and positively predicted teacher performance. Support in terms of financial benefits and allowances increased teachers' performance. Work environment contributed ($\beta =.443, p<.05$), about 44.3 % to job performance of teachers which was slightly lower than the summated individual contribution. This resulted from teachers not being able to use the technical environment because it was inadequate and they lacked skills of using it. Teachers were also overworked and schools did not have organized ways of recognizing and supporting them and there was also low motivation among teachers to do professional development. Therefore, Ministry of Education and Sports should adopt a formal Job performance enhancement policy for Secondary school teachers in Uganda, Board of Governors and head teachers should implement relevant teacher mentoring programs in every school so as to empower teachers to build appropriate job skills. District level managers should start playing a crucial role in helping teachers develop appropriate job commitment. Further research is recommended to examine mechanisms and structures that can help school administrators develop and implement better work environments in Secondary schools in Uganda.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

An effective educational system is built on the performance of its teachers. In this study, the work environment of secondary school teachers in Kabarole District was compared to their job performance. In this chapter, the study's background, problem statement, purpose, objectives, research questions, research hypotheses, study scope, study significance, and conceptual framework were presented.

1.1 Background to the Study

The background of the study contains the historical, theoretical, conceptual, and contextual perspectives of the study variables. The theoretical perspective described the theory on which the study was based, while the historical perspective examined the earlier overview of the study variables. The contextual perspective looked at information on ground while the conceptual perspective explained the study's essential variables.

1.1.1 Historical Background. Over time, several studies have been done to explore work environment and teachers' performance. The first research work on the performance of teachers is reported to have been done in the United States of America (USA), in the 1900s by Kratz (Medley, 1979). In that respect, Medley (1979) asserts that Kratz's research focus was aimed at identifying great teachers in different schools. As such, during that time, teacher performance was perceived as a desirable teacher characteristic displayed in the classroom, and that which would be assessed by learners (Fransson & Frelin, 2016). Relatedly, teacher-performance attributes such as teachers' education levels, intelligence and personality or attitudes were placed

at the periphery in favor of work environment in research activities of that time (Phillips et al, 2014). This perception dominated work environment and teachers' performance research in the 1940s (MacBeath, 2012).

During the same period, research on work environment and teachers' performance was also taking shape in United Kingdom (UK). In the 1950s, studies on teacher performance and work environment started in the UK as expectations for the performance of learners and teacher performance by different stakeholders increased (Nakpodia, 2011). At that time, effort was placed on distinguishing teaching behaviors that promote student learning (Goe, et al, 2012).

In the 1960s however, institutional approaches to improve the work environment of teachers started in Europe, when stakeholders realized that to have quality education and better economic development, integrated effort was needed to provide teachers with better working resources (Barrett & Sørensen, 2017). Effort was then placed on identifying key aspects of school infrastructure that played a significant role in the job performance of teachers. These aspects could be used as incentives to increase interest of learners in education and their likelihood to complete education (Tight, 2020). Some improvement was registered, in the USA and Europe in teacher performance, attributable to good learning facilities and focused school leadership (Uddin & Ali, 2018).

Furthermore, in many countries of Europe and Asia, research on work environment and teacher performance intensified even after the mid-20th century as supervisors started adopting procedures for effective teaching and monitoring results, and thus, teachers started being assessed on meeting the performance evaluation goals (Olorode & Adeyemo, 2012). In Germany, England and France governments adopted education policies that ensured that local government and school leadership maintained standard school environments that increased

teacher performance (Getz, 2020). Other countries in Europe also followed suit and increased funding for quality school environments. The above issues were the focus of many research activities and government funding in the education sector for about four decades.

According to Raja (2017), since the 1990s, work environment assumed a significant role in Asia and Africa in relation to giving direction and empowering individual teachers to assume their roles and personally strive to do them well. In Africa, countries like South Africa, Egypt, Kenya and Tanzania also adopted teacher performance as a performance appraisal method and thus, teacher performance started being in governments' education policies as a requirement in the teaching profession (Segoni, 2017). At the beginning of the 1990s, teacher performance began to be perceived as a professional development attribute that depended on both individual and organizational support factors in most parts of the world including East Africa (Elliott, 2015). Schools and education management bodies at local and central government levels started assuming a responsibility of providing a work environment where each individual can fulfill their own purposes and teachers can work for success (Thakral, 2015). Oponda and Ajowi (2015) maintained that in East Africa, proper work environment was regarded to be an essential factor in influencing teachers to dedicate more time, effort and commitment towards realizing the school's goals. It is therefore imperative that schools which provide good work environment will encourage teachers to dedicate their effort towards good performance.

Previously, the obligation to perform well had been always placed on individuals themselves in the guise that their own personal satisfaction could provide a basis for school success. But institution wide policies such as increased government funding on learning infrastructure development, more parental involvement in school infrastructure development were implemented to enhance the quality of working environment in schools (Anderson & Sayre,

2019). But thereafter, teacher performance again started to drop partly due to the economic upheavals of the continent (Juscakova, 2019). Thus, improving teacher performance has remained a priority for many African countries.

In Uganda, teacher performance is still viewed as a personal responsibility, where a teacher is supposed to display performance-oriented behaviors given by the school and education administration bodies (Elks, 2016). Appropriate emphasis is yet to be placed on the work environment as an organizational support factor in improving performance of teachers (Byaruhanga, 2018). There is need to see whether the atmosphere, school policies and practices in which teachers work in Uganda relate to the performance of teachers (Nwambam & Eze, 2017).

1.1.2 Theoretical Background. The study was grounded in Urie Bronfenbrenner's Social-ecological theory (SET) of 1979. This theory has been applied in education-related research on factors that influence teachers' performance (Berben et al., 2012). The theory assumes that a person's behavior is influenced by multiple environments (Berben et al, 2012). It also assumes that individuals can only be fully studied when viewed in the context of their environment. Thus, basing on these two assumptions, in this study, teachers were perceived as being affected by, the multiple levels of the environment (Berben et al., 2012). Bronfebrenner identified four levels of the environment that impact on an individual as he or she grows and lives. The first is the microsystem, the second is the mesosystem, then the exosystem and finally the macrosystem (Onwuegbuzie et al, 2013; Marx et al, 2011).

Onwuegbuzie et al. (2013) explained that the microsystem is comprised of the person's most immediate units such as the home and the school. The mesosystem relates to influences of family, peer experiences, work and other factors on the person. The exosystem refers to the

4

larger social systems that the individual does not relate with directly, but the environment that influences his or her life. The macrosystem refers to the wider socio-cultural environment that the school operates from.

Thus, as guided by this theory, to understand the teacher's performance, this research focused on the effect of the different socio-ecological environments on teachers' performance in Kabarole district. This theory was deemed appropriate to this study because it offers a holistic approach to explaining teacher performance from different layers of the environment that teachers relate with directly and indirectly.

1.1.3 Conceptual Background. Work environment and Job performance were the key concepts of the study. Work environment was the independent variable and was perceived as work related situations and relationships that affect the employee's tasks accomplishment (Ollukkara & Gunaseelan, 2012). Kasule (2015) conceptualizes work-environment to be consisting of the technical, human and administrative environments.

The technical environment involves technological facilities like computer laboratories and internet services provided by the school, to enable teachers work effectively. The human environment comprises of the exchange of intra-individual resources like emotional support that include listening and encouragement, as well as information exchange and mentorship that enable teachers to learn and cope with challenges in the context of their working environment. The administrative environment includes school leadership, as that provided by school administrators and facilitation by the school that can support teachers' job performance. In this study the researcher adopted Kasule's (2015) view of school work environment, that is; the

technical, human and administrative provisions within a teacher's work context that influence his/her performance.

Teachers' job performance was the dependent variable of the study. Job performance has been perceived as activities performed by the employee so as to achieve the goals of the organization (Hafeez et al, 2019). Teachers' job performance entails accomplishment of assigned tasks like teaching and assessments of students in relation to set standards of completeness, accuracy and time (Segoni, 2017). Teachers' job performance also requires a teacher to display efficiency and quality work that includes thorough preparation for class, use of appropriate teaching methods, objective assessment and timely release of results. Duze (2012) asserts that the key duties assigned to a teacher in any education setting include lesson preparation, delivery and learner assessment and these should be the core of a teacher's job. Basing on Duze (2012)'s perspective of the important work roles of teachers, this study perceived a teacher's job performance as effective lesson preparation, delivery and assessment of learners.

1.1.4 Contextual Background. The effectiveness of secondary school education is hinged on teachers having a conducive work environment that can enable them be effectively engaged in doing their teaching roles (Rujumba, 2018). Through the Education Sector Strategic Plan (2004–2015), the Government of Uganda provided policy guidelines to all secondary schools in Uganda that would enable them have the needed resources and infrastructure to provide quality education services. The 2017-2020 Strategic Plan shows that a number of schools within Kabarole district benefited from funding and constructed laboratories, classrooms, purchased text books and trained some technical staff such as computer laboratory technicians and laboratory attendants (MOES, 2017). Government-aided secondary schools have also continued to receive various teaching facilities to enhance their performance (MoES, 2018).

Further, the teachers' work profile was implemented from 2018 to enable headteachers provide site-based support and facilitation to teachers so as to improve their competence in providing quality education (Malunda et al, 2016). At school level, Head teachers ensure that teachers effectively use their work environments to meet the objectives of secondary school education (Education Act, 2008). Despite the efforts above, Malunda et al (2016), say that the declining academic performance of secondary school graduates in Uganda is partly related to teacher performance. Studies such as (MoES, 2017; Waswa & Jwaifell, 2019; Kabarole District Education Department, 2020) investigated the factors behind the prevailing status of secondary school education in Kabarole district and suggested that in comparison to districts in some other regions of the country, Kabarole continued to have performance challenges arising from teacher-based factors.

Moreso, teachers in the district displayed practices that inhibited collaborative learning among leaners (Kabarole District Education Department, 2018). Most teachers rarely used constructive learning approaches. Most of them placed learners in a passive role, confining their activity to rote learning rather than mastering content (Kabarole District Education Department, 2020). Rujumba (2018) conducted a study to establish teachers' daily attendance in secondary schools in Kabarole district's rural government-aided secondary schools. The study findings revealed that teachers' presence in school in term I, 2016 was 64.8% which declined to 54.7% in term III in 2017, resulting into failure to complete the syllabus. For instance, syllabi coverage in English stood at 55%, Mathematics 60%, Biology 65%, and Chemistry 45% (Kabarole District Local Government, School Inspection Report, 2019). This means that learners were not able to acquire the necessary competencies for this level of education. This state of affairs necessitated

investigation on the effect of work environment on the performance of teachers in Kabarole district.

1.2 Problem statement

Secondary school teachers need adequate teaching infrastructure, necessary facilitation, mentorship and leadership in order to perform their duties effectively so as to meet the performance criteria for their job profiles (Byaruhanga, 2018). Despite the fact that the Government of Uganda and international non-governmental organizations (INGOs) have implemented steps to improve secondary school teachers' performance, their enthusiasm and commitment to their teaching duties in Kabarole district secondary schools continue to decline to undesired levels (MoES, 2020).

The teachers were inconsistent in lesson preparation and unable to deliver good lessons (Kabarole District Education Department, 2018, 2020). Though they regularly attended workshops for professional development, they continued to use passive learning techniques that hampered meaningful learning. Reports indicated that some teachers used less of their instruction time, which had a negative impact on students' understanding of content, attainment of desired competences and success in examinations (Rujumba, 2018). The general performance of the district in UCE exams continued to decline from 30% passing in division one in 2018 to 27.7% in 2019 (UNEB, 2020). Therefore, the study looked into how work environment affected the performance of secondary school teachers in Kabarole district.

1.3 Purpose of the Study

The study examined the connection between teachers' job performance and their work environment in secondary schools in Kabarole District.

1.4 Objectives of the study

The objectives that guided the study were:

(i) To analyze the relationship between technical environment and the job performance of teachers in secondary schools of Kabarole District.

(ii) To assess the relationship between human environment and the job performance of teachers in secondary schools of Kabarole District.

(iii) To determine the relationship between administrative environment and the job performance of teachers in secondary schools of Kabarole District.

1.5. Research Questions

The study was guided by three research questions:

(i) What is the relationship between technical environment and job performance of teachers in secondary schools of Kabarole District?

(ii) In what ways does the human environment relate to job performance of teachers in secondary schools of Kabarole District?

(iii) What relationship exists between the administrative environment and job performance of teachers in secondary schools of Kabarole District?

1.6 Research Hypotheses

The study had three research hypotheses:

H_1: 1 The technical environment of secondary schools is related to job performance of teachers in Kabarole district.

H_1: 2 The human environment of secondary schools is related to job performance of teachers in Kabarole district.

H$_1$: 3 The administrative environment of secondary schools is related to the job performance of teachers in Kabarole district.

1.7. Study Scope

1.7.1 Geographical scope. The study was carried out in secondary schools of Kabarole District. With a distance of more than 290 kilometers from Kampala City Center, Kabarole District is located in Western Uganda. There are 331100 people living there, according to estimates. Its surface area is 1315 km^2, or 700 square miles (Kabarole District, 2020). It is located at the following coordinates: 00036'N and 30018'E (Latitude: 0.6000; Longitude: 30.3000). Along with Ntoroko District in the North, Kibaale in the Northeast, Kyenjojo in the East, Bundibugyo in the West, Bunyangabu in the South, and Kamwenge in the Southeast, Kabarole is surrounded by these communities.

1.7.2 Content scope. The study was confined to the work environment of secondary school teachers in Kabarole district and how it influenced their job performance and thus entailed the technical environment, human environment and administrative environment. With regard to work environment, the researcher analyzed the technical, human and administrative environments. The technical environment was perceived as the quality of teaching infrastructure and materials available for teachers to use. The human environment was perceived in terms of the psychosocial support and mentoring received by teachers from their leaders and colleagues.

The study also perceived the administrative environment as leadership and facilitation provided to teachers by the administration, while teachers' job performance was measured as schemes of work and lesson planning, creation of a rich learning environment, attendance to

lessons, lesson delivery, regularity at school, effective use of learning materials, and focused student assessment.

1.7.3 Time scope. The study was limited to the years 2018 through 2022. This is due to the fact that, in contrast to other areas, complaints about teacher job performance in secondary schools increased during this time in Kabarole District.

1.8 Significance

The findings of this study may be used by policy makers, administrators and headteachers responsible in making policies and decisions on the performance and effectiveness of secondary school teachers and improve work environments in schools to enhance the effectives of teachers.

The study findings may help MoES leaders, ministers, permanent secretary and planners to make interventions and policies that can improve the work environment and working conditions of secondary school teachers. The study results may further help the department of secondary school education in the MoES in evaluating and subsequently improving policies and guidelines on working conditions and facilities of secondary school teachers. The findings may also be useful to the MoES partners such as Irish Aid, UK Aid and United States Agency for International Development (USAID), who fund secondary school teacher improvement projects in making more helpful decisions on the nature of support and aid needed in support activities aimed at increasing performance of secondary school teachers in Uganda.

The findings of this study may be used by school administrators in doing performance appraisals of secondary school teachers, information that is needed in teacher recruitment, promotion and further study funding. The study findings may be useful to educationists in Uganda and beyond to evaluate teacher improvement programs and devise and adapt more

effective strategies for enhancing the job performance of secondary school teachers. Finally, the study will add to the existing body of knowledge on the issues being studied. This information will be beneficial for future studies and initiatives for developing better work environments and job performance in secondary schools.

1.9 Conceptual Framework

Figure 1.1 shows the hypothetical connection between the study's variables. The work environment (technical, human, and administrative) was the dependent variable, while teacher job performance was the independent variable (effective lesson preparation, delivery and learner assessment).

Work Environment (IV)	Teachers' Job Performance (DV)
Technical • Teaching infrastructure • Teaching materials **Human** • Psychosocial • Mentorship **Administrative** • Leadership • Facilitation	**Lesson preparation** • Prepares proper teaching materials • Selects right teaching methods **Lesson delivery** • Conducts engaging lessons • Syllabus coverage **Assessment and evaluation** • Tracks individual learner's progress • Provides necessary encouragement

Source: *Adapted from Duze (2012), Kasule (2015), Mbusa (2017), and modified by the researcher*

Figure 1.1:

The relationship between work environment and teachers' job performance

Figure 1.1 shows that a school's work environment has a significant impact on how lessons are prepared, taught, and evaluated by teachers. However, adequate and modern teaching and learning infrastructure, well-organized psychosocial support, and mentorship, as well as focused leadership and facilitation, in the administrative environment, created a rich and enabling

environment that allowed teachers to successfully plan lessons, deliver them, and evaluate students.

1.10 Definition of Key terms

The terms were defined in the way they were used in the study.

Administrative environment: Leadership and facilitation provided by school administrators and to support teachers' job performance.

Human environment: Strategies and activities that allow teachers to exchange emotional support information and mentorship that enable teachers to learn and cope with challenges in the context of their working environment.

School work environment: A combination of technical, human and administrative provisions within a teacher's work context that influence his/her performance.

Teachers' job performance: The extent to which a teacher fulfills the key teaching work roles of effective lesson preparation, delivery and assessment of learners.

Technical environment: Technological facilities provided by the school, to enable teachers work effectively such as computer laboratories and internet services.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looked at a theoretical review, linked literature in light of existing knowledge and identified knowledge gaps. The review was based on the theoretical underpinnings of the study, the relationship between the administrative, human, and technical settings, and the effectiveness of teachers at their jobs.

2.2 Theoretical Review

The social-ecological theory of Urie Bronfenbrenner (1979) on which the study was based, was influenced by the Systems Theory of biologist Ludwig von Bertalanffy developed in the mid-20th Century (Marx et al, 2011). The theory offered a holistic framework for studying a wide array of factors that were relevant to the study of work environment and teacher performance (Berben et al, 2012).

The theory contained assumptions relevant to the investigation. First, it was assumed that a person's environment at all levels affects how they behave (Berben et al, 2012). The second key tenet of the theory was that individuals could only be fully comprehended in the context of their environment. Therefore, based on these two premises, Bronfenbrenner (1979) saw an employee as having an impact on and being influenced by the many levels of his surroundings (Berben et al, 2012). The microsystem and the mesosystem were noted by Bronfenbrenner as having a significant impact on a person's existence (Onwuegbuzie, Collins & Frels., 2013). Additionally, the exosystem and macrosystem were also considered important in forming the individual (Marx et al, 2011).

According to Onwuegbuzie et al. (2013), the microsystem consists of the person's closest institutions, such as their house, school, and place of worship. The relationships between or among the microsystems that are highlighted at the micro level are the mesosystem's main focus, the relationships a person has with their peers, family, and place of employment make up their environment. The term "exosystem" refers to the wider social systems that an individual is a part of but does not interact with directly. This level describes connections between a person's present circumstances and a social environment in which they are not active. The macrosystem, on the other hand, referred to the more extensive cultural frameworks in which all other systems are situated.

Consequently, using this theory as a guide, the study concentrated on how various systems affected teachers' performance in order to explain their performance. The microsystem made it easier to comprehend how diverse elements of the school, such as co-workers, teacher associations, support personnel, students, and student organizations, affect teachers' performance. The study's investigation of the effects of relationships between teachers, support personnel, and students on teachers' performance was guided by the mesosystem. The study's exosystem served as a guide to help researchers understand how the Board of Governors and school inspectors affect teachers' performance. Finally, the macrosystem also enables the researcher to investigate how local social and cultural systems affect the effectiveness of teachers.

The socio-ecological theory's main limitation is that it emphasizes how well the dynamics (relations, structure, and collaboration) work within the system without demonstrating how the dynamics may be changed. For instance, the theory does not clearly show how the environment should offer pertinent circumstances, such as resources, interactions, and leadership, to influence

individual success (Binder, et al, 2013). The theory made the assumption that system actors would communicate more effectively, but it did not explain how this could be done. Despite these flaws, the socio-ecological theory could be used to explain how people who work in the same environment can effectively interact to affect each other's performance.

2.3 Empirical review

2.3.1 Technical Environment and Teachers' Job Performance. The use of scientific knowledge in the procedural and methodological aspects of the workplace is referred to as the technical environment (Ekpoh, 2018). Technical resources, tools, materials, and infrastructure in schools address a specific need or area of specialized knowledge and help teachers carry out their professional duties successfully (Akhtar et al, 2019).

Studies conducted in educational settings demonstrate that teachers' engagement with their work tasks is increased by having access to and using computers, modern laboratories, display rooms, and resources. A study of secondary school teachers in Accra, Ghana, found that providing teachers with proper technical support increased their use of ICT in lesson planning, which improved their output at work (Nakpodia, 2011). Adedeji and Olaniyan (2011) found in their research of secondary schools in Nigeria that those with easy access to computers and the internet had teachers who prepared and delivered engaging classes. Ntagahali (2016) found in a different study conducted in Tanzania that, in the context of proper support, teachers had a favorable attitude towards educational technology use.

In a related study conducted in East Africa, Segoni (2017) used 107 secondary school teachers to examine how the work environment affected the performance of teachers in public secondary schools in Bungoma south county, Kenya. According to the study's findings, teachers

who had access to modern teaching resources and well-equipped classrooms with things like science laboratories and display rooms spent more time with their pupils and covered more of the curriculum. Further, a conducive working environment, defined by adequate lighting in the learning environment and a moderate temperature was found by Edo and Nwosu (2018) in their study done in Port-Harcourt Metropolis to provide a comfortable and relaxed setting for the teachers.

Even while the research stated above emphasize how important the technical environment is to how well employees perform, the majority of them were conducted in non-secondary educational settings, and only one study though it was conducted in higher educational institutions was done in Uganda. In the study area, there was some uncertainty regarding the availability of modern, cutting-edge educational infrastructure as well as teachers' attitudes toward it and technological know-how. These assumptions were used in the research. The success of the technical environment also heavily hinged on the availability of willing and knowledgeable support staff in the schools, which was uncertain in the study area. Therefore, it was required to determine the effect of the technological work environment on teachers' job performance in Kabarole district in order to gather current triangulated information from inside the Ugandan context.

2.3.2 Human environment and Teachers' job performance. The Human environment in a school context refers to how a teacher interacts with administrators, other teachers, and students and how this interaction affects his/her accomplishment of job tasks (Duze, 2012). A study by Segoni (2017) done in secondary schools in Kenya, found out that the human environment has four main purposes: instrumental, emotional, assessment, and informational. He further discovered that Instrumental support helped teachers to acquire guidance from colleagues on

how to effectively complete their actual job tasks. On the other hand, emotional support helped teachers to cope with job related stress. Social support received by teachers enhanced their confidence in accomplishing their job tasks. Appraisal support helped teachers to carry out self-evaluation and ascertain where they needed to make improvements and informational support enabled them to be more self-sufficient in doing their work.

Psychosocial support was discovered to be a performance-improving human contact component for teachers in Tanzania (Nyongeza, 2007). In a study done in Pakistan technical schools, it was discovered, according to Dash and Vohra (2019), that psycho-social support encouraged the sharing of interpersonal support services like feedback, action support, knowledge sharing, listening, and encouragement, all of which improved teachers' instructional skills. According to Chandrasekar (2011), in a study done in India among private secondary schools, it was revealed that administrators ought to foster work environments that encourage wellbeing, solidarity, and flexibility in how they interact with employees. This improves the emotional and supportive relationships among co-workers, which inspires teachers to give more effective lessons and assess learners.

Another crucial human environment component that can dramatically improve employee performance is mentoring. In educational settings, mentorship is a supportive partnership facilitated and supervised by the institution between a more seasoned teacher and a less seasoned one, with the goal of assisting and guiding the latter in many areas pertaining to work duties (Elks, 2016). A study by Hafeez et al (2019) found a link between job success in higher education institutions and experienced co-worker assistance supervision. According to a study by Thakur and Shekhawat (2014) conducted in India, learning becomes more engaging when

veteran teachers or department heads assist novice teachers in matching their students' interests with the available alternatives and in creating learning tools and displays.

If teachers possess the necessary teaching planning competencies, they can accomplish the goals they establish. Duze (2012) conducted research on the effect of school administrators on staff members' work performance at secondary schools in Delta state in Nigeria using a sample of 120 respondents, all secondary school teachers. The study found that when principals adopted cooperative, democratic, participatory, and supportive staff relations strategies, teachers' work performance improved.

Masoom (2021) used data from elementary and secondary schools in Bangladesh to perform a study on teachers' perceptions of their working environments and discovered that support from co-workers is the key to sustaining good working conditions in a school. Teachers were able to keep a positive working relationship with their principal, feel appreciated in their positions, and use their abilities or initiative to teach as effectively as possible thanks to the kind encouragement from co-workers. Although the examined studies offered insightful perspectives on the issue in the proposed study, they were carried out in various nations and environments.

Since cultural and regional characteristics may have an impact on the nature of the interaction between the human environment and employee work performance, information on this topic from within a Ugandan setting, specifically from Kabarole district, was needed. Additionally, a teacher's work performance can only be affected by the human environment if it is effectively structured, guided, and supported by administrators at the school and district levels. It was required to look into these issues in Kabarole district.

2.3.3 Administrative environment and teachers' performance. The organizational framework that supports personnel in terms of facilitation and leadership makes up the administrative environment (Fresco et al, 2007). Leadership in educational settings refers to managers and administrators who provide and offer advice on how staff members can use the systems, processes, and values at their disposal to improve their performance (Fransson & Frelin, 2016). On the other hand, facilitation occurs when the administration of the school offers frameworks for improved performance, perks, and rewards to staff members who perform well (Cheng & Kadir, 2018).

Raja's (2017) research in Asia, India found that when teachers have a positive perception of how much the school values and cares about their welfare; they are more dedicated to their profession. Ollukkara and Gunaseelan (2012) observed that administrative practices such as shift work, clear working schedules, break periods, and holiday coverage increased employee performance. Tadesse (2019) also discovered that in Ethiopia, schools with clear performance standards encourage continuity and accountability for one's activities, which helped teachers do their jobs more effectively. Additionally, research conducted in Uganda demonstrates the significance of administrative support in assessing employees' job performance.

In a study by Kemigyereko (2018) on rewards and the effectiveness of secondary school teachers in Uganda, salary and pay were the most crucial financial incentives for improving teachers' performance on the job. The study also found that flexible work schedules and a pleasant workplace environment were important non-financial incentives that improved teachers' effectiveness at work. In a related investigation, Zikanga et al, (2021) looked at the connection between teacher pay and job performance in government-aided secondary schools in Western Uganda and found that low pay for teachers had a number of consequences on high work

performance. When base salary, bonuses, and allowances were low in schools, this problem was particularly serious. Therefore, it is more likely for institutions that provide financial security to realize higher performance.

In Uganda's Bugisu sub-region, Kigenyi and Kakuru (2016) conducted research on how teachers' performance is impacted by the availability of staff meals. It was discovered that teachers performed better at their jobs when their school served wholesome meals. Therefore, the level of engagement in work maintained by other teachers rises when school administration offers advantages and rewards to teachers, especially those who do well. Despite the fact that this study contributed greatly, it was conducted in the context of primary schools and in a distinct geographical area. This created a knowledge gap over whether this circumstance applied to secondary schools in other parts of Uganda, especially the Kabarole area. To fill in this contextual gap, a study of the work environment and teacher performance in Kabarole district was necessary.

2.4 Literature summary and gaps

The literature suggested that job performance in all types of school employees might be explained by the socio-ecological theory. In connection to teachers, they are more likely to plan for effective learning, deliver engaging classes, and conduct focused learner assessments when schools have relevant teaching materials, infrastructure, supportive mentoring, clear, focused, and motivated leadership. However, in places with little resources, like Kabarole district, the theory and literature fell short of demonstrating the underlying work context processes and mechanisms that affect teachers' job performance.

Furthermore, little research had been done in the setting of secondary schools and the majority of the reviewed literature, looked at work environment and job performance in non-

school contexts. As a result, the aim of this study was to explore how work environment factors affected Ugandan secondary school teachers' performance on the job. In order to improve the way secondary school teachers, do their professional tasks, the study looked for practical and context-specific solutions to be used in improving the work environment of secondary school teachers.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the procedures and approaches used to conduct the study. The study population, sample size, sampling techniques, data collection strategy and instruments, quality assurance, data analysis, and ethical considerations are all explained.

3.2 Research design

The research design used was cross-sectional survey. With this design, data was collected from a diversity of respondents (Creswell, 2013). The research approach also made it possible to gather and quantify pertinent factual data from a range of respondents in the same study time, allowing for a more substantiated and effective use of the data (Levy, 2017). Thus, this design suited well the intention of the study by allowing the researcher to collect sufficient data.

The researcher used both the qualitative and quantitative data collection approaches. The researcher primarily adopted a positivist philosophical viewpoint and thus used the quantitative approach as the main method. The qualitative approach was used as a supplement to capture viewpoints that would otherwise be missed out by the quantitative one (Rubbin & Babbie, 2016). Qualitative data was integrated with the quantitative, at the point of analysis and interpretation (Creswell & Creswell, 2018).

3.3 Study Population

The study population included all the secondary school teachers, headteachers in Government-aided secondary schools, district inspector of schools and the district education officers in Kabarole district. Teachers were included because they are the ones who are directly impacted

by the school environment. Headteachers were selected because they are the site-based supervisors who oversee how and whether teachers effectively utilize the environment to perform their job tasks well. More so, they are more based in administration giving rules and regulations to enhance teachers' performance. The district-based administrators were included to provide information on policies and funding for appropriate work environments. A total of 472 teachers, 15 headteachers, 1 District Education Officer (DEO), and 1 District Inspector of Schools (DIS) were targeted by the study making a population of 489 respondents (*see table 3.1*).

Table 3.1:

Study population, Sample size and sample selection

Population Category	Target population	Sample Size	Actual sample	Sampling Procedure
Teachers	472*	155**	152	Cluster
District Education Officer	1*	1	1	Purposive
District Inspector of schools	1*	1	1	Purposive
Head Teachers	15*	Saturation	4	Purposive
Total	**489***		**158**	

Source: MoES (2017) records and Kabarole district education department (2020).

** Krejcie and Morgan (1970) sample determination table

3.4 Sample Size and Selection

Cluster sampling was used to select the sample of the study. The MoES (2017) classifies secondary schools in the area as urban, peri-urban, and rural. Four (4) schools were urban, six (6) Peri-urban and five (5) were rural (see *appendix 7*). Therefore, 2 schools were chosen from each of the 3 categories, making a total of 6 schools. This sampling strategy permitted the research to collect information from the available classification of schools and increase representativeness.

From a total of 272 teachers in the selected schools, the sample size for teachers was calculated using the sample determination methodology by Krejcie and Morgan (1970). A total of 155 teachers were selected from the six secondary schools (Appendix 7). The researcher selected more respondents from schools with bigger number of teachers. Thirty-four (34) teachers were selected from Kyebambe girls, 28 from Mpanga secondary, 29 from Nyakasura School, 27 from Kahinju secondary, 21 from Rusekere secondary and 16 from Noble Mayombo senior secondary school. The actual sample constituted 152 of the 155 teachers who returned fully completed questionnaires. The return rate was 98.1%, which was sufficient to give credible information.

The sample for Head teachers and the District education officers was selected purposively, because, as managers and supervisors, they had a good understanding of the issues that were being investigated, so could provide the necessary information needed for the study. The sample was selected from 6 Head teachers of the selected schools and 2 administrators of education at the district level. The sample size for this category of respondents was determined using saturation. Majid (2018) explains that data saturation is when data is collected from the sample until no new information is being collected. The process of data collection was stopped at that point and respondents from whom data had been collected made the sample size. Six key informants took part in the study. They included 4 Head teachers and 2 District administrators (DEO & DIS). The 3 Head teachers were employed by town council schools, while 1 came from a sub county school. This brought the total number of respondents who participated in the study to 158 (*see table 3.1*).

3.5 Data Collection Methods

Quantitative data were collected using a survey method. In order to gather quantitative data, a survey questionnaire was utilized, and interviews were used to collect qualitative data. Oral,

face-to-face interviews were conducted to acquire qualitative data. Survey techniques enabled the researcher to collect data from a significant number of respondents who were targeted individually (Creswell, 2013). For this study, oral interviews were chosen because they would enable direct communication between the researcher and the participants, which was essential so that the researcher could give respondents immediate clarification to increase the validity of the data provided.

3.6 Data collection Instruments

Questionnaires and interview guides were the two different tools employed in this study.

3.6.1 Structured questionnaire. To get quantitative data, a standardized questionnaire was used. The questionnaire was utilized to produce large amount of information, encourage on-the-spot data collection, and provide more assurance of anonymity. Structured questions were used to help the researcher obtain precise data and prevent hurried responses, which increased the accuracy of the data collected.

3.6.2 Interview guide. Key informants, including the district education officer, inspector of schools, and head teachers, were interviewed using an interview guide. The interview flow continued using leads from the answers given by respondents. An answer given would lead to another question. To enable respondents to provide thorough information, the researcher encouraged free and open responses. The interview questions targeted the technical, human, and administrative environments of the schools and how they affected the performance of the teachers on the job.

3.7 Measurement of study variables

Quantitative data was measured using adapted instruments from earlier studies. The available tools had been used in western countries, where the conditions were slightly different from those in the research area, necessitating modification. A Likert scale of 1 to 5 was used for responses, with 1 denoting "strongly disagree" and 5 denoting "strongly agree."

The demographic data of the respondents, namely; gender, school type, and kind of job was assessed in Section A. The sub-variables of the independent variable; Technical, Human, and Administrative work environments, were measured in Section B. Gyeltshen and Beri (2019) provided the basis for the 7 items used to assess technical, Ollukkara and Gunaseelan (2012) provided the basis for the 8 items used to assess human environment, and Tadesse (2019) provided the basis for the 8 items used to assess administrative environment. The items (15) in Section C, which assessed how well teachers performed at their jobs, were adapted from Kunter et al, (2013) as shown in table 3.2.

Table 3.2:

Variables in the Instrument, Constructs and Sources

Variable	Construct	Number of items	Source of instrument and reliability (α)
Personal characteristics	Gender, age, Type of school, employment status	6	N/A
Work environment	Technical	7	Gyeltshen & Beri (2019, α =0.754).
	Human	8	Ollukkara & Gunaseelan (2012, α =0.812)
	Administrative	8	Tadesse (2019, α =0.780)
Job performance	• Preparation of teaching • Engaging lesson delivery • Syllabus coverage • Focused learner assessment	15	Kunter et al (2013, α =0.810)

Source: Primary data

3.8 Quality Control of Instruments

To make sure that data collection was based on the study's aim and objectives, a pilot study was done on all the instruments utilized and the data collection process (Majid, 2018). Pilot research made sure that the participants could respond to items in accordance with the instructions and that the instruments were valid and trustworthy.

3.8.1 Validity of instruments. Two management professors from Makerere University and the Makerere University Business School tested the credibility of the instruments' face and content validity. The ambiguous questions were either changed or eliminated. Any weaknesses were removed (Amin, 2005). One sentence in the demographics section was changed. Three items were rephrased for the technical environment, four for the human environment, and five for the administrative environment.

Seven items on the job performance scale were rephrased. In terms of content validity, the researcher made sure that all of the variable items complied with the conceptual framework of the study. Then, the items were rated according to a scale with 1 denoting relevant, 2 quite relevant, 3 some relevant, and 4 not relevant.

Using a content validity index test, the instruments' reliability was determined. The content validity index (CVI) was computed by dividing the number of items that were declared legitimate by the total number of items. The results showed that the content validity index for the survey was 0.83 on average. For district-based administrators, the interviewing tool's content validity was 0.82, while for head teachers working in schools, it was 0.85 (see appendix 5). As a result, all of the CVIs for the instruments were over 0.7, which is necessary for a research instrument, as stated by Esses et al, (2018).

3.8.2 Reliability. The Cronbach's alpha coefficient was used to determine the reliability of the questionnaire. The pilot sample was comprised of 12 respondents, 4 teachers from each of the three sub-categories of participating institutions, and was used to assess the validity of the questionnaire. Table 3.3 provides the findings.

Table 3.3:

Reliability coefficients (Cronbach's alphas) for the questionnaire

Variable	No. of items	Alpha (α)
Technical environment	7	.76
Human environment	8	.70
Administrative environment	8	.73
Job Performance	15	.83
Average		**.76**

Source: Pilot data from the field 2022

The findings in Table 3.3 reveal that the technical environment had an Alpha coefficient of .76, the human environment of .70, the administrative environment of .73, and the job performance of .83. The instrument was sufficient for this study because the Alpha coefficients for all the sub scales were above 0.7, the recommended minimum by Rubbin and Babbie (2016), for surveys.

3.8.3 Validity and reliability of the Interview Guide. First, the researcher made sure the study questions of the instruments were in accordance with the process for collecting data and analyzing it. In addition to data from the questionnaire, information from the interview guide was also gathered and analyzed. The researcher took care to use the participants' words and narratives in the reported interview findings. Additionally, the researcher made sure that analysis of the data was done simultaneously.

3.9 Research Procedure

Using the letter of introduction provided by the university, the researcher made an introduction to the school heads, explained the objectives and advantages of the study and then requested permission to reach the targeted respondents. When the researcher met the prospective respondents and assured them of confidentiality. Then, the researcher distributed the questionnaires to the selected respondents. In order to gain written consent, the consent form was delivered to respondents who completed questionnaires. Interviews were performed a week after the questionnaires had been collected. All interviews took place at the main informants' places of employment at a time that suited the respondents.

3.10 Data Analysis

3.10.1 Quantitative Data Analysis. Statistical Package for Social Scientists (SPSS) version 23 was used to analyze data at the univariate, bivariate, and multivariate levels. Data analysis was performed at univariate level using descriptive statistics, specific means, and standard deviations. Using Pearson's correlation coefficients, the hypotheses were tested, and the degree and direction of the relationship between the two variables were assessed. Multi-regression analysis was used to examine the effect of work environment on teachers' job performance.

3.10.2 Qualitative Data Analysis. Qualitative data was analyzed using content analysis. Data from scripts and field notes were used in the coding process. The researcher identified trends by carefully familiarizing and reviewing the data. The frequency with which various opinions were stated was assessed. The frequency of concepts was used to infer the respondents' perceptions on the issues that were being investigated.

3.11 Ethical Considerations

The commitment of the researchers to what is morally and legally right is referred to as ethical considerations (Rubbin & Babbie, 2016). The respondents were informed about the kind of data the researcher requires from them, why it was needed, how they should participate in the study, and how it would affect them. The respondents were informed that they were free to withdraw from the study at any time. Thus, respondents were persuaded to willingly participate in the study. Relatedly, the researcher gave the respondents assurance that their anonymity and confidentiality would be preserved. The identity of all participants was protected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the presentation, analysis and interpretation of data that was collected to fulfill the purpose and objectives of the study. The purpose of the study was to examine the relationship between work environment and job performance of teachers in secondary schools of Kabarole District. Specifically, the study analyzed the relationship between technical environment and the job performance, to assess the relationship between human environment and the job performance and to determine the relationship between administrative environment and the job performance of teachers in secondary schools of Kabarole District. Descriptive statistics, Pearson correlation and regression analysis, as well as qualitative content analysis, were used to analyze the data.

4.2 Demographic information of respondents

A structured questionnaire was used to gather demographic data from respondents in order to identify any variances and similarities in their perspectives on work environment and job performance. The respondents provided information on their personal, teaching and the schools where they teach. The findings are presented in table 4.1.

Personal, Teaching and school information of respondents

The findings of the respondents' personal information are shown in Table 4.1.

Table 4.1:

Gender and Age (N=152)

Variable		Percentages	
Gender	**Category**	**F**	**%**
	Male	99	65.1
	Female	53	34.9
Age	20-29	50	32.9
	30-39	51	33.6
	40-49	41	27.0
	50-59	10	6.6

Source: Primary data from the field (2022)

Gender of Respondents

In Table 4.1, findings on gender reveal that males made up 65.1% of respondents while females made up 34.9%. Consequently, both genders' perspectives were adequately represented.

Age of the respondents

The respondents also listed which age group they fell into. To make sure the respondents were mature enough to offer accurate answers, this was done. The majority were between the ages of 30-39 (33.6%), 20-29 (32.9%), and 40-49 (27.0%), according to findings in table 4.1. According to the results, most respondents were mature and likely had enough knowledge of the subjects under study to be able to give accurate answers.

Teaching and school information

Additionally, respondents supplied details about their teaching experience and the institutions where they work. Table 4.2 presents the findings.

Table 4.2:

Teaching and school information (N=152)

Variable	Categories	F	%
Teaching experience		**F**	**%**
	<2 years	18	11.8
	2-5 years	54	35.5
	6-10 years	48	31.6
	>10 years	32	21.1
Teaching Status	Qualified teacher	136	89.5
	Licensed Teacher	16	10.5
Employment status	On government payroll	123	80.9
	Part- time teacher	29	19.1
School type	Government aided	131	86.2
	Private for profit	21	13.8

Source: Primary data from the field (2022)

Teaching experience

In Table 4.2, data regarding teaching experience reveal that the majority (35.5%) taught for 2-5 years, 31.6% taught for 6-10 years, and 21.1% taught for more than 10 years. This indicates that the majority of the respondents had been secondary school teachers for a sufficient amount of time to be able to provide factual information about their workplace.

Teaching Status of respondents

As far as teaching Status was concerned, most (89.5%) were qualified teachers and the rest (10.5) were licensed teachers (see *table 4.2*). This means that most of the respondents were professionals and had good knowledge of the appropriate work environment for teachers.

Employment status of respondents

Table 4.2's information on respondents' employment status reveals that most of the respondents (80.9%) were employed by the government and were thus paid by the government, while the rest (19.1%) were part-time employees who were paid by the school. This finding means that most of

the respondents spent most of their working time at one school, giving them adequate opportunity to live in its work environment.

School type

With regard to school type, it was revealed that the majority (86.2%) were Government-aided and only 13.8% were Private for profit (*see table 4.2*). This means that in most of the schools that were studied, it was the responsibility of Government to provide the needed work environment.

4.3 Work environment and job performance of teachers in secondary schools of Kabarole District

Using descriptive data and in-depth interviews, the working conditions and job performance of teachers in the secondary schools of Kabarole District were examined. Table 4.3 presents the findings.

Table 4.3:

Work environment and job performance of teachers in secondary schools of Kabarole District (N=152)

Variable	Mean	SD	Skewness	Kurtosis
Technical environment	4.20	.38	-1.13	1.9
Human environment	4.29	.24	.36	-1.0
Administrative environment	4.15	.25	-.36	-1.3
Teacher performance	4.18	.34	-.45	-.76

Source: Primary data (2022)

The results in Table 4.3 reveal that the scores for Technical environment were (mean = 4.2 SD = .38), Human environment were (mean = 4.29, SD = .24) and the Administrative environment were (mean = 4.15, SD = 0.25), the scores for the independent variable, Teacher performance were (mean = 4.18 SD = .34). The kurtosis of the distributions was normal and skewness was above -1, meaning that scores for each of the variables were evenly distributed around mean, confirming satisfactory existence of the variables in the sample. Generally, the mean scores for independent and dependent variables were high, pointing to good work environment and job performance of teachers. The low standard deviations of the variables also showed that there was very little variation in respondents' assessments of the frequency of the variables in the study sample.

Status of Technical Work environment

In connection to Technical Work environment, the researcher examined the extent to which teachers had access to relevant teaching Infrastructure and materials. Aspects with mean response => 4 implied that respondents agreed they existed in their school. Table 4.4 presents the findings.

Table 4.4:

Mean responses, SD and ratings on Technical Work environment (N=152)

Aspect	Mean Response	SD	Rating
The classroom environment in my school enables me to move around while teaching	4.59	.49	Agree
The classroom has the facilities that enable me to effectively deliver my lessons	4.21	.75	Agree
The design and layout of classroom facilitate me to reach every student	4.27	.77	Agree
The available teaching materials enable me to effectively conduct lessons	4.05	.76	Agree
My school provides up-to-date reference materials I use to prepare lessons	4.40	.49	Agree
My school provides adequate tools such as projectors and videos to support me conduct engaging lessons	3.44	.88	Disagree
The technological infrastructure in my school enables me to make research and update my teaching notes	4.34	.59	Agree

Source: Primary data (2022)
Key: 1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree
Mean response =>4 implies respondents agreed, mean response <4 they disagreed

Findings in table 4.4 reveal that respondents to a greater extent agreed to most of the aspects that measured the variable. They agreed that classroom environment enables them to move around while teaching (mean response = 4.59, SD = .49), classrooms having facilities that enable them to effectively deliver lessons (mean response = 4.21, SD = .75) and the design and layout of classroom facilitating them to reach every student (mean response = 4.27, SD = .77). They also agreed to the available teaching materials enabling them to effectively conduct lessons (mean response = 4.27 SD = .77), the school providing up-to-date reference materials they use to prepare lessons (mean response = 4.40, SD = .49). They disagreed to (mean response = 3.44, SD = .88), the school providing adequate tools such as projectors and videos to support them

conduct engaging lessons. Generally, the findings show that teachers have and are satisfied with the available Teaching Infrastructure and materials apart from having projectors and videos.

The views of the key informants who included headteachers and district-based administrators rather contradicted to those of teachers. The administrators were unsatisfied with the technical environment, likely viewing the situation from a managerial stance. The Headteachers generally agreed that the schools had teaching laboratories and materials, but were not well equipped.

A Head teacher from a town council school intimated that;

> The ICT materials are so few that some learners do not even get opportunity to practice ICT skills. Even in science classes like chemistry and biology, we now only instruct candidate and semi-candidate classes in practical sessions, because they are more in need. He continued; the laboratories are also very small. Initially most of these facilities were meant for a smaller class of about 40 students. But now, the school enrolment has almost tripled and some classes have close to 130 students.

Another Head teacher from a town council school explained how inadequate teaching materials have affected the job performance of teachers. She said;

> We are usually unable to complete the syllabus of the practical subjects such as Information and Communication Technology (ICT) and sciences. The performance of our students in Uganda National Examinations Board (UNEB) examinations has been negatively affected. This has lowered the ranking of our school in the national exams.

The administrators from the district also complained about the adequacy of the technical environment. The District Education Officer stated that with regard to the caliber of the infrastructure for teaching and learning,

Schools in the district have very inadequate and old-fashioned laboratories and demonstration rooms. Some of this infrastructure is so deficient that it is no longer being used. The ICT materials that were distributed by the ministry about 10 years ago did not receive regular servicing and have long since become dysfunctional. Unfortunately, schools are not allocated funds for maintaining technical learning infrastructure.

The District Inspector of Schools added that,

Most schools do not have the appropriate technical human resource such as laboratory technicians to manage the laboratory equipment. In most schools, teachers also double as laboratory technicians, yet they have limited technical skills and time to do so.

The District Education Officer partly indicated where the problem lay and He advised;

Regular involvement of MoES officials in assessing the needs of the schools would improve the importance of having well equipped schools in the eyes of schools, community and teachers. But these officers do not find time to visit schools.

Status of Human Work environment

As far as the human Work environment is concerned, the researcher examined the extent to which teachers received the necessary mentoring and psychosocial support. Aspects with mean response => 4 implied that respondents agreed they existed in their school. Table 4.5 presents the findings.

Table 4.5:

Mean responses, SD and ratings on human work environment (N=152)

Aspect	Mean Response	SD	Rating
I engage in upbuilding information exchange with the headteacher about my teaching roles	4.13	.49	Agree
There are participatory interactions with my head of department on my work	4.46	.50	Agree
My supervisors motivate me through informative discussions	4.47	.51	Agree
I have learnt a great deal from experienced colleagues	4.52	.52	Agree
mentoring I receive from experienced workmates is friendly	4.26	.44	Agree
We carry out joint teaching preparations	3.24	.86	Disagree
I get guidance from my experienced colleagues on the best ways to do my job	4.25	.43	Agree
I feel motivated by the positive way my students respond to my teaching	4.28	.56	Agree

Source: Primary data (2022)
Key: 1= strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree
Mean response >4 implies respondents agreed, mean response < 4 they disagreed

The findings in table 4.5 show that respondents generally agreed to engaging in upbuilding information exchange with the headteacher about their teaching roles (Mean response = 4.13, SD = .49), having participatory interactions with their head of department about their work (mean response = 4.46, SD = .50), supervisors motivating them through informative discussions (Mean response = 4.47, SD = .51) and having learnt a great deal from experienced colleagues (Mean response = 4.52, SD = .52). They also agreed to receiving friendly mentoring from experienced workmates (Mean response = 4.26, SD = .44), getting guidance from experienced colleagues on best ways to do their job (Mean response = 4.25, SD = .43) and feeling motivated by the positive way students responded to their teaching (Mean response = 4.28, SD = .56). They disagreed to carrying out joint teaching preparations (Mean response = 3.24, SD = .86). The results showed

that, with the exception of professional development mentoring, teachers were content with the degree of mentoring and psychosocial support they received from the school.

The information provided by headteachers generally agreed with the teachers, that some mentoring and psychosocial support exists in the schools. A headteacher from a city division school mentioned a number of psychosocial and mentoring initiatives. He enumerated;

> Internal refresher training, departmental training, one-on-one conferencing and spiritual fellowships are examples of psychosocial and mentoring initiatives. Unfortunately, he intimated that these initiatives are not regularly implemented to be of real help to teachers.

A long-serving headteacher from a sub county school affirmed that,

> We urge teachers at my school to plan together with other teachers from the same department on how they can practically improve their professional skills. To an extent, this has helped beginning teachers to learn more from senior members.

Another headteacher, who serves in a town council school intimated that,

> I encourage my fellow administrators in schools, especially the deputy headteacher and heads of departments who are closer to the teachers to be very friendly so that teachers do not feel like we are policing on them. This way, they will own and feel motivated to implement changes that are suggested by the administration.

However, the district administrators revealed that because mentoring and psychosocial support did not have official guidelines from the MOES, they were done haphazardly and in most cases were ineffective.

The district education officer explained,

As a district, we advise headteachers and senior teachers to sit down with teachers and come up with more practical ways of improving their performance. While this has enabled some schools to guide teachers and provide actionable feedback, lack of a policy and standard procedures has failed it in most schools.

The District Inspector of Schools added that;

We generally lack good role models and senior teachers who can be used to mentor and support junior teachers. Even the headteachers who are mandated to do this role have not been empowered to perform it well and have limited time to do so.

Therefore, lack of an intensive generation of action on mentoring and psychosocial support has resulted into disjointed practices in schools, with each school pursuing its own agenda and thus affecting performance among teachers.

Status of Administrative Work environment

With regard to the Administrative Work environment, the researcher examined the extent to which teachers received the necessary leadership and facilitation. Aspects with mean response = 4 implied that respondents agreed they were received in their school. Table 4.6 presents the findings.

Table 4.6:

Mean responses, SD and ratings on Administrative Work environment (N=152)

Aspect	Mean Response	SD	Rating
The headteacher ensures that I follow school rules and regulations	4.13	.49	Agree
School management always provides sufficient resources for teaching	4.12	.80	Agree
The headteacher allows me to go for further studies	3.31	.77	Disagree
The Head of department often gives me practical viewpoints on how to better engage pupils in learning	4.39	.49	Agree
Senior teachers in my school share with me best teaching practices	4.20	.54	Agree
Supervisors give me helpful ideas on how to balance work and life roles	4.19	.65	Agree
The Head of Department (HOD) guides me on how to effectively manage daily teaching challenges	4.13	.33	Agree
The HOD provides me with reference books to use in preparing my lessons	4.12	.71	Agree

Source: Primary data (2022)

Key: 1= strongly disagree, 2=disagree, 3= agree, 4=strongly agree

Mean response =>4 implies respondents agreed, mean response<4 they disagreed

The findings in table 4.6 show that respondents agreed to the headteacher ensuring that teachers follow school rules and regulations (Mean response = 4.13, SD = .49), school management always providing sufficient resources for teaching (Mean response = 4.12, SD = .80), Head of Department providing them with practical viewpoints on how to better engage students in learning (Mean response = 4.39, SD = .49) and Senior teachers in the school sharing with them best teaching practices (Mean response = 4.20, SD = .54). They also agreed to supervisors giving them constructive ideas on how to balance work and life roles (Mean response = 4.19, SD = .65), HOD shows me how to effectively manage daily teaching challenges (Mean response = 4.13, SD = .33) and HOD providing them with reference books to use in preparing lessons (Mean response

= 4.12, SD = .71). However, respondents disagreed to headteachers allowing them to go for further studies (Mean response = 3.31, SD = .77). The findings generally show that teachers agreed to receiving the necessary administrative support to enable them do their work roles well apart from support to do professional development.

The interviews with the site and district-based administrators showed that they placed a lot of emphasis on facilitating and guiding teachers to do their jobs well.

A headteacher from a city division school mentioned that;

> We provide a food basket, monthly Parent Teacher Association (PTA) allowance, child subsidy and monetary rewards for each distinction scored in UNEB exams. We also give well performing teachers prizes and awards. These practices have increased the work commitment of our teachers.

The District Education Officer said that;

> Teachers are given the better conditions of work, paid promptly and given top up from PTA funds. In most schools they are given accommodation and promotions.

But the District Inspector of Schools explained the short fall of some of these initiatives. He said;

> The MoES has not given a clear policy on rewards and facilitation, Schools do as they please and there is lack of uniformity. Thus, teachers in less facilitated schools feel demotivated.

Status of Teacher Performance

In connection to teacher performance, the researcher examined whether teachers received the necessary leadership and facilitation. Aspects with mean response = 4 implied that respondents agreed they performed the aspect. Table 4.7 presents the findings.

Table 4.7:

Mean responses, SD and ratings on Teacher Performance (N=152)

Aspect	Mean Response	SD	Rating
I am always well prepared for the lessons I teach	4.13	.49	Agree
have organized all teaching notes for the subjects I teach	4.14	.50	Agree
During holidays, I update all my schemes of work	4.07	.78	Agree
I do not miss teaching my lessons	4.34	.86	Agree
I ensure I support all my lessons with useful classroom discussions	4.59	.49	Agree
I use different teaching techniques to ensure all my students benefit	4.32	.59	Agree
I simplify my lessons for leaners to fully benefit	3.13	.52	Agree
I carry out relevant activities to show learners what is expected of them	4.19	.39	Agree
I regularly give assignments to the learners	4.06	.58	Agree
I systematically truck student achievement	4.13	.71	Agree
After marking, I explain to students their performance in a timely manner	3.12	.62	Disagree
My assessment of leaners reflects their abilities	4.01	.89	Agree
I help students to learn how to become lifelong learners	4.06	.57	Agree
I give a variety of tasks to learners to enhance their understanding	4.32	.70	Agree
I give a variety of tasks to learners to enhance their understanding	3.21	.83	Agree

Source: Primary data (2022)
Key: 1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree
Mean response =>4 implies respondents agreed, mean response<4 they disagreed

The findings in table 4.7 reveal that respondents concurred to always being well prepared for the

lessons they teach (Mean response = 4.13, SD = .49), having organized all teaching notes for the

subjects they teach (Mean response = 4.14, SD = .50), updating their schemes of work (Mean

response = 4.07, SD = .78) and not missing teaching their lessons (Mean response = 4.34, SD =

.86). Respondents further agreed to ensuring they support all their lessons with useful classroom

discussions (Mean response = 4.59, SD = .49), using different teaching techniques to ensure students benefit (Mean response = 4.32, SD = .59), carrying out relevant activities to show learners what is expected of them (Mean response = 4.19, SD = .39) and regularly giving assignments to learners (Mean response = 4.19, SD = .39).

However, they disagreed to simplifying lessons for leaners to fully benefit (Mean response =3.13, SD = .52), after marking, explaining to students their performance in a timely manner (Mean response = 3.12, SD = .39) and giving a variety of tasks to learners to enhance their understanding (Mean response = 3.21, SD = .83). While the teachers strove to effectively prepare their lessons and deliver them in a professional manner, they neglected the key aims of teaching, of making leaning easy and prompting understanding.

The views of key informants on the status of teacher performance were rather mixed. The headteachers generally lauded teachers on their performance, especially with regard to lesson delivery. One of them from a sub county school said that,

> Teachers frequently use IMS and teaching aids in addition to lesson plans and schemes of work. This is a result of the one-on-one approach, in which headteachers create a curriculum with the teachers and are primarily assisted by deputy headteachers.

Another headteacher from a town council school explained that;

> Teachers teach well, provide guidance and counseling to leaners, have proper time management and effectively supervise exams.

However, the headteachers indicated that teachers needed improvement in expending personal effort in improving their professional practice. One of them from a city school said;

> There is need for research, adapting to changes in the new curriculum, communicating well with leaners and conducting co-curricular activities.

On the other hand, the district-based administrators were generally dissatisfied with the performance of teachers. The officers intimated that,

> Though teachers tried to do time table management, being cooperative and loving their subject areas, they did not put extra effort in their professional development. In most cases teachers, did not expend enough effort in improving their professional practice.

To further confirm the above conclusion, a district education officer complained that;

> Teachers rarely conduct research on their lessons, and we strive to foster cooperation and teamwork for the benefit of the students. Even while they frequently attend seminars over the holidays to learn new teaching techniques, it takes consistent encouragement for them to really put those abilities to work and raise their performance.

The District Inspector of Schools also concurred with the DEO and reiterated;

> The teachers need to improve their pedagogical skills, ICT skills, self-evaluation and preparation for teaching, to match with schemes of work and lesson plans with delivery and learner activities. This will help them to be better professionals.

Therefore, while teachers rated themselves as teaching well as well as their headteachers (HT), the district-based administrators felt that teachers needed to work on a number of issues in particular, researching about learning activities that enhance understanding, in order to do their job tasks well.

4.4 Correlation of the Study Variables

Pearson correlation was used to analyze the type and magnitude of the link between the variables. Table 4.8 presents the findings.

Table 4.8

Correlation Matrix of the Study Variables

Variables	1	2	3	4
1-Teacher performance	1			
2-Technical environment	.301**	1		
3-Human environment	.279**	.587**	1	
4-Administrative environment	.640**	.292**	.157	1

*Note: ** Correlation significant at the 0.01 level (2-tailed). * Correlation significant at the 0.05 level (2-tailed).*

The findings in table 4.8 show that work environment and teacher performance were significantly and positively correlated. This suggested that the dependent variable rose along with the independent variables. Therefore, the predictor variables significantly and positively predicted the dependent variable. Therefore, the aspects of work environment that were examined positively contributed to better job performance among teachers.

4.4.1 Objective one: To analyze the relationship between technical environment and the job performance of teachers in secondary schools of Kabarole District. The first objective of the study was to analyze the relationship between technical environment and job performance of teachers in secondary schools of Kabarole District. The researcher had hypothesized that the technical environment of secondary schools is related to job performance of teachers in Kabarole district. Pearson correlation coefficient was used to establish the relationship among the variables. The findings in table 4.8 showed that a positive, moderate and significant relationship *r (150) =.301, P<0.01*, existed between the technical environment of secondary schools and job performance of teachers. This implies that when schools have relevant teaching materials and infrastructure, the likelihood of teachers effectively doing their teaching roles also increases.

On this issue of the apparently unsupportive technical environment, the headteachers complained and indicated why schools had gaps in some aspects of technical and human work environment. A headteacher from a prominent city division school intimated that,

> The ICT materials are so few that some leaners do not even get opportunity to practice ICT skills. Even in science classes like chemistry and biology, we now only instruct candidate and semi-candidate classes in practical sessions, because they are more in the need. He continued; the laboratories are also very small. Initially most of these facilities were meant for a smaller class of about 40 students. But now, the school enrolment has almost tripled and some classes have close to 130 students.

A District Inspector of Schools added that,

> Most schools do not have the appropriate technical human resource such as laboratory technicians to manage the laboratories equipment. In most schools, teachers also double as lab technicians, yet they have limited technical skills and time to do so.

The District Education Officer intimated that,

> Schools in the district have very inadequate and old-fashioned laboratories and demonstration rooms. Some of this infrastructure is so deficient that it is no longer being used. The ICT materials that were distributed by the ministry about 10 years ago did not receive regular servicing and have long since become dysfunctional. Unfortunately, schools are not allocated funds for maintaining technical learning infrastructure.

4.4.2 Objective two: To assess the relationship between human environment and the job performance of teachers in secondary schools of Kabarole District. The second objective of the study was to assess the relationship between human environment and job performance of teachers in secondary schools of Kabarole District. The researcher had hypothesized that a significant relationship existed between human environment and job performance of teachers in secondary schools. The association between the variables was established using the Pearson

correlation coefficient. According to the results in table 4.8, there was a positive, moderate, and significant link between human environment and job performance of teachers in secondary schools in Kabarole District, with *r (150) =.279, P<0.01*. This implies that the likelihood of teachers completing their teaching jobs effectively in schools with appropriate mentoring and psychosocial support is increased.

On this issue of the seemingly unsupportive human environments, the headteachers complained and indicated why schools had gaps in some aspects of technical and human work environment. A headteacher from a prominent city division school intimated that,

> The MoES typically does not treat the HTs' recommendations for improving the workplace seriously. Additionally, because they have a lot of students to grade and little downtime to unwind, teachers frequently feel overworked. Therefore, it is occasionally up to individual teachers to focus on enhancing their performance.

A District Inspector of Schools added that,

> In my area, the majority of teachers skip lunch, which makes them feel unappreciated and demotivated to pursue any professional development. Many of our teachers typically require comfort to deal with strained professional relationships with HTs.

The District Education Officer intimated that,

> Because they do not really plan visits from MoES and district authorities, schools in more rural locations operate according to their convenience. Schools must create internal initiatives to help fresh teachers maintain their enthusiasm and positive outlook.

4.4.3 Objective Three: To determine the relationship between administrative environment and the job performance of teachers in secondary schools of Kabarole District. The third objective of the study was to determine the relationship between administrative environment and job performance of teachers in secondary schools of Kabarole District. The researcher had

hypothesized that a significant relationship existed between the administrative environment of the school and job performance of teachers in secondary schools of Kabarole District. The association between the variables was established using the Pearson correlation coefficient. According to the results in table 4.8, there was a strong and positive correlation between the administrative climate and teachers' job performance, *r (150) =.640, P<0.01*. The possibility that teachers will perform well in their teaching duties is therefore increased by the school administration's good facilitation and mentoring of teachers.

The suggestions of key informants on how work environment can be made more effective in contributing to job performance of teachers further revealed the real challenges in work environment of the schools and how they have actually affected the job performance of teachers. The site-based administrators, the HTs suggested;

> Increasing work morale through better salaries and benefits, having career development programs to enhance creativity and self-confidence of teachers, having teachers SACCOs in all schools can improve the job performance of teachers.

The district-based administrators suggested,

> Improving salary and allowances, building modern teaching infrastructure, doing appropriate posting of teachers and having mentoring programs.

4.4.4 The predictive potential of work environment (Technical, human and administrative) on job performance of teachers in Kabarole district. The researcher then determined whether the technical, human, and administrative aspects of the work environment could predict how well teachers will do at their jobs. The ability of the combined technical, human, and administrative variables to predict teacher performance on the job was determined using multiple regression

analysis. As independent variables, the technical, human, and administrative environments were introduced simultaneously. Table 4.9 presents the findings.

Table 4.9

Multiple Regression Results of Technical, human, administrative environments and job performance of teachers

School environment	Standardized Coefficients Beta (**B**)	Significance (P)
Technical environment	.024	.760*
Human environment	.170	.026*
Administrative environment	.607	.000*
Adjusted R^2 = 0.443		
F = 39.281		.000*

Dependent Variable: Job performance

Predictors: Technical, human, administrative

According to table 4.9, the technical, human, and administrative aspects of the school environment accounted for 44.3% of the variation in teachers' job performance (adjusted R=0.443). This suggests that other variables not taken into consideration by this model accounted for 55.7% of the variation. Teachers' job performance was positively and significantly influenced by two aspects of the school environment: the human environment (β =.170, p <0.05) and the administrative environment (β =.607, p <0.05). Despite showing a positive association, the technical environment did not significantly affect teachers' work performance (β=.170, P =.760), which suggests that the second and third hypotheses were confirmed but the first one was rejected. The magnitudes of the betas of the significant hypotheses showed that the administrative environment contributed more to teachers' job performance than human environment.

The combined contribution (44.3%) of the three aspects of work environment actually dropped compared to the individual summated contribution (.024 + .170 + .607) of 80.1%. This pointed to inadequacy and challenges in implementing some aspects of the technical and human environments which had low contributions to job performance. While the teachers and headteachers had shown that all was fine, the results seemed to agree with the District Education Officer and District Inspector of Schools who had indicated that the technical and human environments in most schools were actually inadequate.

It can significantly improve how much the working conditions in schools contribute to the effectiveness of the teaching staff in Kabarole district. As a result, improving work environment at the school is essential for improving teachers' performance. Appropriate teaching and learning infrastructure, psychosocial support, mentoring and facilitation by site and district-based administration can ensure that teachers are motivated to adhere to modern and professional teaching standards so as to perform job tasks effectively. In the research area, the current technical and human environments seemed to actually lower the contribution of work environment on teachers' job performance.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The discussion, conclusion, and recommendations for further research are presented in this chapter. In this study, the working conditions and job performance of teachers in the secondary schools in Kabarole District were compared. The study looked at how the administrative, human, and technical environments influenced how well secondary school teachers performed at their jobs. The results are thoroughly discussed throughout this chapter in relation to the objectives and hypotheses of the study. Finally, this chapter concludes with suggestions for additional research and action.

5.1 Discussion

5.1.1 Objective one: To analyze the relationship between technical environment and the job performance of teachers in secondary schools of Kabarole District. The first objective of the study was to analyze the relationship between technical environment and job performance of teachers in secondary schools of Kabarole District. It was revealed that moderate and significant relationship ($r =.301, P<0.01$) existed between the technical environment of secondary schools. The hypothesis "the technical environment of secondary schools is related to job performance of teachers" was confirmed and retained, despite the contribution of the technical environment not being significant. This implies that when teachers have access to relevant teaching materials and infrastructure, they are more likely to accomplish their teaching roles. However, the findings revealed that the teachers may have looked at just having the technical infrastructure without considering whether it is usable and can support better work output. The key informants, the HTs

and district-based administrators cited some limitations in the current technical environment in secondary schools that would negatively affect job performance. They intimated that the equipment and laboratories were inadequate and old. Some classes, such as S1 and S2 were not even taught practical lessons.

This indicates that teachers were unable to achieve the required learning objectives, which even had a detrimental impact on students' performance in UNEB. It was also found that most schools lacked the skilled personnel required to provide teachers and students with the required technical support. This state of affairs further confirms that in some schools, teachers were not able to use the existing technical infrastructure because of lack of skills and support. This could have been the reason why the contribution was not significant. This finding agrees with Nakpodia (2011) who said that lack of technical support can reduce the actual use of technical infrastructure by teachers in their teaching and learning process which lowers their job performance. Thus, as indicated by Adadeji and Olaniyan (2011), teachers are not able to prepare and deliver engaging lessons. As discovered by Ntagahali (2016), this may lead teachers to believe that using technology in teaching is cumbersome and they are better off without it. The study findings show that with regard to technical work environment, the teachers may place emphasis on its being available and neglect the actual intention of using it to increase the number of hours they were with the students so as to improve syllabus coverage and make leaning more meaningful to the students.

5.1.2 Objective two: To assess the relationship between human environment and the job performance of teachers in secondary schools of Kabarole District. The second objective of the study was to assess the relationship between human environment and job performance of teachers in secondary schools of Kabarole District. The results revealed a relationship between

the human environment and job performance of teachers in secondary schools in Kabarole District that was favorable, moderate, and significant (*r =.279, P<0.01*). It was established and maintained that the human environment of secondary schools is related to the work performance of teachers in Kabarole district. This implies that teachers' job performance is influenced by the quality of the human environment.

When schools have relevant mentoring and psychosocial support, the likelihood of teachers performing the teaching roles well also increases. The schools performed mentoring using internal refresher training, departmental training, one on one conferencing and spiritual fellowships. The school-based administrators, the supervisors, Heads of Departments and headteachers also strove to be friendly to teachers and instead work with them so that they do not feel that they are being policed. This finding agrees with Nyongeza (2007) who said that health-improving interaction, that involves friendly conferencing and psychic fellowships do enhance the motivation of the individual employee to accomplish personal and organizational work goals. According to Dash and Vohra (2019), this is usually achieved by supportive feedback, information exchange, and encouragement that enhance skills development. Therefore, when schools promote healthy, friendly, and flexibility in dealing among employees, emotional and supportive friendships flourish and teachers are energized to do better, their teaching roles such as lesson delivery and learner assessment.

However, according to Hafeez et al (2019), mentoring and support may produce lower results when it is done unsystematically. This was the case in the study area. All the schools did not have a policy and standard procedures for mentoring. This lack of concerted action resulted into disjointed practices in schools, with each school pursuing its own agenda. Thus, some teachers were not reached by the available mentoring and support, reducing their performance.

In line with Masoom (2021), when institution do not have standard mentoring practices, some teachers may not see the caring encouragement that is given by the human environment. They develop a wrong perception that, their roles are not valued and may not fully use their skills or initiative to do their work.

5.1.3 Objective Three: To determine the relationship between administrative environment and the job performance of teachers in secondary schools of Kabarole District. The third objective of the study was to determine the relationship between administrative environment and job performance of teachers in secondary schools of Kabarole District. The administrative environment was shown to have a stronger influence on teacher performance than the other two characteristics of the environment, with a positive and significant association (*r = .640, P<0.01*) between them. It was established and maintained that the administrative climate of secondary schools affects teachers' work performance in Kabarole district. Teachers are better able to carry out their teaching tasks when they get support and direction from the school administration.

It was revealed that support in terms of financial benefits and allowances were more common in the schools. Teachers were given some food items and monetary rewards after good performance. This conformed Kemigyereko (2018)'s earlier findings that salaries and wages were the most important financial rewards practices in schools in Uganda. It was revealed that this financial facilitation helped teachers feel that schools treasure their contributions. This confirms Ollukkara and Gunaseelan (2012) that schools that provide income security are likely to have better performing teachers. However, some inconsistencies were found that could lead to demotivation among teachers. The MoES did not have a clear policy on rewards and facilitation. Each school did as they pleased in agreement with Cheng and Kadir (2018) it was found that

lack of uniformity in facilitation and rewards can cause demotivation among the less facilitated staff.

The researcher then determined the influence of work environment on teachers' performance on the job. The study showed that work environment in secondary schools contributed about 44.3% to job performance of teachers. While the contribution was positive and significant, it was lower than the summated 80.1%, individual contribution by 35.8%. Interviews gave reasons why this was the case. The inadequacy and challenges in implementing the technical and some aspects of the human environment were responsible for this state of affairs.

It was revealed that teachers were not able to use the available technical infrastructure such as laboratories and demonstration rooms because the equipment was not enough for the large enrolment and some were very old and unusable. The teachers had very limited technical skills in using and maintaining the equipment so it lay unused most of the time. The equipment that had broken down was never fixed due to lack of technicians in the schools.

Due to the enormous number of students they had to evaluate, the teachers also appeared to be overburdened. However, they didn't have much leisure time to relieve the stress. It is up to each teacher to schedule some downtime. Schools lacked formalized procedures for identifying and helping overworked personnel. Some teachers' performance was ordinary as a result of this situation. Most teachers lacked motivation to pursue any professional development because they felt underappreciated. To maintain a healthy work attitude and enthusiasm, schools required to establish internal initiatives for all types of teachers.

5.2 Limitations of the study

Although this work has contributed to theory and practice, it does have significant shortcomings that need to be acknowledged. First, cross-sectional data were used in the study. The

questionnaire and interviews were only conducted once, it is important to be cautious when drawing conclusions about causality as they may not be definitive. Future studies might use longitudinal study designs to look into these aspects. Second, the data's self-report nature raises the possibility of self-report bias. It was unable to completely eliminate common technique bias. As a result, the correlations between the study variables might have increased. Future research may therefore look into alternative or more impartial ways to measure the variables used in this study, such as by using various ratings. Third, only one district out of the country's more than 147 districts was included in the study sample, which included 152 teachers, most of whom were secondary school teachers. This might have reduced the generalizability of this study's findings. Since it is challenging to generalize the findings from a study with a limited sample size, the researcher advises boosting the sample size in subsequent research. Future studies might attempt to replicate this finding among teachers from various geographic regions, educational levels, cultural backgrounds, and occupational groups.

5.3 Conclusions

The researcher draws the following conclusions from the research results:

Overall, secondary school teachers' job performance was significantly influenced by their work environment indicating the need for school administrators to ensure that schools have the necessary organizational and individual resources to do their work well.

Relevant teaching materials and infrastructure enable teachers to accomplish their teaching roles as long as they have the competence and motivation to utilize them.

Mentoring and psychosocial support are important in helping teachers effectively perform their teaching roles. When schools, through headteachers and Heads of Departments do regular

internal refresher training, using one-on-one conferencing, it helps less experienced and new teachers acquire the necessary professional experience. This empowers these teachers to effectively meet their performance expectations.

Focused and equitable support and facilitation from school, district and national based supervisors can enable teachers develop better motivation to successfully carry out their teaching tasks as required by the teachers' professional profile.

5.4 Recommendations

For the work environment to have a more significant impact on secondary school teachers' job performance in Kabarole district and throughout Uganda, the study makes the following recommendations; First, the MoES should initiate and adopt a formal Job performance enhancement policy for Secondary school teachers in Uganda that involves implementation and maintaining relevant teacher work environment programs such as structured mentoring and skills training in Secondary schools. This is hoped to enhance teachers' interest and pride in the teaching profession.

The policy guidelines should also be based on making teachers love their job and thus feel motivated to do it well.

Every school should have teacher mentoring programs, managed by the administration, that include experienced, well performing and retired teachers, to help teachers develop practical job skills. These programs should also offer teachers stable work environments with clear procedures and detailed job descriptions, as well as a space where they can interact and collaborate to consider how the objectives of their work relate to their intrinsic motivations. Teachers should be encouraged to constantly reflect on their own work experience as a result of

this on-going conversation on meaningful employment, which would help them develop healthy work values.

Central and local governments should provide relevant policies, do routine monitoring, evaluation and funding to facilitate the improvement of work conditions that enable teachers to experience meaningful work so that they can have the motivation to build better job engagement. They should re-design jobs and shape human resource policies and practices within schools to increase the status and reputation of secondary school teaching.

5.5 Contribution of the Study

This study's primary contribution is exposing the elements of the work environment that are crucial for fostering meaningful work in classrooms and improving secondary school teachers' job performance. The study has thus shown the importance of support by MoES and school administrations by providing teachers with working resources such as current reference books and projectors, doing regular and focused mentoring to facilitate the development of better job commitment and performance.

The study has also confirmed that technical and human environments may reduce the efficacy of the administrative environment in enhancing job performance of teachers.

5.6 Recommendation for further research

The findings of this research point to the need for further research in the following area:

1. Further research should be conducted in other districts to examine the association between work environments and teachers' job performance because the study concentrated on secondary schools in Kabarole District.

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APPENDICES

Appendix 1: Letter of Introduction

KYAMBOGO UNIVERSITY

P. O. BOX 1, KYAMBOGO – KAMPALA, UGANDA

TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug

SCHOOL OF EDUCATION

Department of Educational Planning and Management

Date: 28th April 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: GUMA INNOCENT- 18/U/GMED/19751/PD

This is to certify that Guma Innocent- 18/U/GMED/19751/PD is a student in our department pursuing a Master of Education in Policy, Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

"Work environment and job performance of teachers in secondary schools of Kabarole District, Uganda"
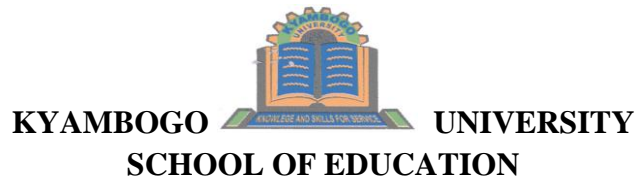
Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT

KYAMBOGO   UNIVERSITY
SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Innocent Guma

Mobile: 0782198547

E-mail: gumainno@yahoo.com

Dear Respondent,

Re: Work Environment and Job Performance of Teachers in Secondary Schools of Kabarole District

I am currently undertaking a Masters degree at Kyambogo University. As one of the requirements of the course, students are required to conduct a study. This particular study is about **"The Influence of Work Environment on Job Performance of Teachers in Secondary Schools of Kabarole District.** The aim of this study is to provide information that will improve the job performance of secondary school teachers in Uganda. The information it will provide will be of great value to me in completing my research. Your responses will be strictly private and confidential. Your name will not appear on the questionnaire, so your participation will be completely anonymous. The results of this study will be summarized and sent to all interested participants.

The questionnaire is divided into Section A, Section B and Section C. It is important that you attempt all questions. The questionnaire should take around 15 minutes to complete. I am aware that your time is valuable and I would like to thank you in advance for your support and co-operation in completing the questionnaire. If you have any queries regarding this, please do not hesitate to contact me at the above mobile number or email address.

Yours faithfully,

……………………….

Guma Innocent

KYAMBOGO   **UNIVERSITY**
SCHOOL OF EDUCATION
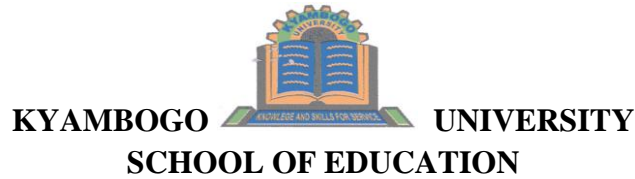
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Research Title: Work Environment and Job Performance of Teachers in Secondary Schools of Kabarole District

I fully understand that I am free to accept or decline to take part in the study; terminate participation in this study anytime without any penalties. I have granted the researcher permission to include me as a respondent to an interview or questionnaire. The permission to participate in this study is granted on the strict condition that the researcher will without exception protect my integrity and identity. Given the public nature of the school setting, I am aware that total confidentiality of the individual participants at the institution may not be guaranteed. I understand that the researcher will retain all rights to the publication of any data collected in the process. In case of any questions, compliments or complaints prior to, during or after this study, I am free to contact the researcher on: 0782198547. My dated signature below confirms my consent for me to be part of the study.

Name: …………………………………

Phone: …………………………………

Sign: …………………………………..

Date: …………………………………..

Appendix 4: Questionnaire for Teachers

Introduction

I am called **Innocent Guma**, a student of Kyambogo University, Kampala, pursuing a Master of Education in Policy, Planning and Management. I am conducting a study on the ***"Work environment and Job performance of Teachers in secondary schools of Kabarole district"***. I request that you participate in this study by responding to the questions that follow. The study is for academic purposes and your participation will not cause any harm to you and confidentially will be observed. Thank you.

Section A: Biographic information

(*For the following questions, kindly tick the option that best describes you*)

1. Gender of respondent

    a). Male   **b)**. Female

2. Age of respondent in completed years

    a). 20-29 years b). 30-39 years c). 40-49 years d). 50-29 years e). 60 years and above

3. Teaching experience

    a). Less than 2 years   b). 2-5 years c). 6-10 years d). Over 10 years

4. Teaching status

    a). Qualified teacher   b). Licensed Teacher

5. Teachers' employment status

    a). On government payroll b). Part time teacher (local school contract)

6. School location

    a). City division b). Town council c). Sub-county

7. School type

    a). Government aided b). Private for profit

Section B: Work Environment

Part I: Technical Environment

Instructions: *For the following questions, please rank your opinions on the scale of 5=strongly agree (SA), 4= agree (A), 3= Undecided (U), 2=disagree (D), and1= strongly disagree (SD).*

TE	Technical Environment	SD	D	U	A	SA
TE$_1$	The classroom environment in my school enables me to move around while teaching	1	2	3	4	5
TE$_2$	The classroom has the facilities that enable me to effectively deliver my lessons	1	2	3	4	5
TE$_3$	The design and layout of classroom facilitate me to reach every student	1	2	3	4	5
TE$_4$	The available teaching materials enable me to effectively conduct lessons	1	2	3	4	5
TE$_5$	My school provides up-to-date reference materials I use to prepare lessons	1	2	3	4	5
TE$_6$	My school provides adequate tools such as projectors and videos to support me conduct engaging lessons	1	2	3	4	5
TE$_7$	The technological infrastructure in my school enables me to make research and update my teaching notes	1	2	3	4	5

Part II: Human Environment

Instructions: *For the following questions, please rank your opinions on the scale of 5=strongly agree (SA), 4= agree (A), 3= Undecided (U), 2=disagree (D), and1= strongly disagree (SD).*

HE	Human Environment	SD	D	U	A	SA
HE$_1$	I engage in up building information exchange with the head teacher about my teaching roles	1	2	3	4	5
HE$_2$	There are participatory interactions with my head of department on my work	1	2	3	4	5
HE$_3$	My supervisors motivate me through informative discussions	1	2	3	4	5
HE$_4$	I have learnt a great deal from experienced colleagues	1	2	3	4	5
HE$_5$	The mentoring I receive from experienced workmates is friendly	1	2	3	4	5
HE$_6$	We carry out joint teaching preparations	1	2	3	4	5
HE$_7$	I get guidance from my experienced colleagues on the best ways to do my job	1	2	3	4	5
HE$_8$	I feel motivated by the positive way my students respond to my teaching	1	2	3	4	5

Part III: Administrative Environment

Instructions: *For the following questions, please rank your opinions on the scale of 5=strongly agree (SA), 4= agree (A), 3= Undecided (U), 2=disagree (D), and1= strongly disagree (SD).*

AE	Administrative Environment	SD	D	U	A	SA
AE$_1$	The headteacher ensures that I follow school rules and regulations	1	2	3	4	5
AE$_2$	School management always provides sufficient resources for teaching	1	2	3	4	5
AE$_3$	My head teacher allows me to go for further studies	1	2	3	4	5
AE$_4$	My head of department very often provides me with practical viewpoints on how to better engage pupils in learning	1	2	3	4	5
AE$_5$	Senior teachers in my school share with me best teaching practices	1	2	3	4	5
AE$_6$	My supervisors give me constructive ideas on how to balance work and life roles	1	2	3	4	5
AE$_7$	My HOD shows me how to effectively manage daily teaching challenges	1	2	3	4	5
AE$_8$	My HOD provides me with reference books to use in preparing my lessons	1	2	3	4	5

Section C: Teacher Performance

Instructions: *For the following questions, please rank your opinions on the scale of 5=strongly agree (SA), 4= agree (A), 3= Undecided (U), 2=disagree (D), and1= strongly disagree (SD).*

TP	Teacher Performance	SD	D	U	A	SA
TP$_1$	I am always well prepared for the lessons I teach	1	2	3	4	5
TP$_2$	I have organized all teaching notes for the subjects I teach	1	2	3	4	5
TP$_3$	During holidays, I update all my schemes of work	1	2	3	4	5
TP$_4$	I do not miss teaching my lessons	1	2	3	4	5
TP$_5$	I ensure I support all my lessons with useful classroom discussions	1	2	3	4	5
TP$_6$	I use different teaching techniques to ensure all my students benefit	1	2	3	4	5
TP$_7$	I simplify my lessons for leaners to fully benefit	1	2	3	4	5
TP$_8$	I carry out relevant activities to show learners what is expected of them	1	2	3	4	5

TP$_9$	I regularly give assignments to the learners	1	2	3	4	5
TP$_{10}$	I systematically truck student achievement	1	2	3	4	5
TP$_{11}$	After marking, I explain to students their performance in a timely manner	1	2	3	4	5
TP$_{12}$	My assessment of leaners reflects their abilities	1	2	3	4	5
TP$_{13}$	I help students to learn how to become lifelong learners	1	2	3	4	5
TP$_{14}$	I give a variety of tasks to learners to enhance their understanding	1	2	3	4	5
TP$_{15}$	I help students to set personal goals to guide their learning	1	2	3	4	5

Appendix 5: Key Informant Interview Guide for Head Teachers

Introduction

I am called **Innocent Guma**, a student of Kyambogo University, Kampala, pursuing a Master of Education in Policy, Planning and Management. I am conducting a study on the ***"Work environment and Job performance of Teachers in secondary schools of Kabarole district"***. I request that you participate in this study by responding to the questions that follow. The study is for academic purposes and your participation will not cause any harm to you and confidentially will be observed.

Thank you.

Respondent Identifiers

1. Date of interview…………………………………..
2. Respondent position………………………..………….
3. Respondent's key responsibilities………………….
4. Years of service in current position………..……..

Section A

5. What are the key aspects of job performance expected from the teachers in your school?
6. How do teachers in your school do their work?
7. In what areas are they doing well?
8. What areas would they need to improve?
9. What is the quality and availability of *Laboratories and demonstration rooms* in your school?
10. What do you say about the quality and availability of *ICT and teaching materials* in your school?
11. In what ways has the quality and availability of the *teaching and learning infrastructure* affected   the job performance of teachers in your school?
12. Please comment on the status of *mentoring* available for teachers in your school?
13. In what ways has mentoring affected the way teachers in your school do their job tasks*?*
14. What is the status of *psychosocial support* available for teachers in your school*?*

15. How has *psychosocial support* affected the way teachers in your school do their work*?*

16. What *policies* do you have for motivating teachers in your school to meet their performance targets?

17. What *facilitation* do you give to teachers in your school to be able to do their job tasks effectively?

18. What *rewards* are available for teachers in your school who do their work well?

19. In your opinion, how has the available administrative support affected the job performance of teachers in your school?

20. What other opinions do you have on improving the work environment of your school?

Appendix 6: Key Informant Interview Guide for District Education Officers

Introduction

I am called **Innocent Guma**, a student of Kyambogo University, Kampala, pursuing a Master of Education in Policy, Planning and Management. I am conducting a study on the ***"Work environment and Job performance of Teachers in secondary schools of Kabarole district"***. I request that you participate in this study by responding to the questions that follow. The study is for academic purposes and your participation will not cause any harm to you and confidentially will be observed.

Thank you.

Respondent Identifiers

1. Date of interview…………………………………..
2. Respondent position……………………….………….
3. Respondent's key responsibilities………………….
4. Years of service in current position…..…………..

Section A

5. How do secondary school teachers in your district do their job tasks?
6. In what areas do you think they are doing well?
7. What areas would they need to improve?
8. What do you say about the quality and availability of *Labs and demonstration rooms* in secondary schools in the district?
9. What is the quality and availability of *ICT and teaching materials* in secondary schools in the district?
10. In what ways has the quality and availability of the *teaching and learning infrastructure* affected the job performance of teachers in secondary schools in the district?
11. Please comment on the status of *mentoring* available for teachers in secondary schools in the district?
12. In what ways has mentoring affected the way secondary school teachers do their job tasks in the district?

13. What is the status of *psychosocial support* available for teachers in secondary schools in the district*?*

14. How has *psychosocial support* affected the way teachers in secondary schools in the district do their work*?*

15. What *policies* do secondary schools in the district use to motivate teachers meet their performance targets?

16. What *facilitation* do secondary schools in the district give to teachers to do their job tasks effectively?

17. What *rewards* are available for teachers of secondary schools in the district who do their work well?

18. In your opinion, how has the available administrative support in secondary schools in the district affected the job performance of teachers?

19. What other opinions do you have on improving the work environment of secondary schools in the district so that it can better enhance teachers' job performance?

Appendix 7: Profile of Government Aided Secondary Schools in Kabarole District

School	Type	Number of teachers	
Kyebambe Girls Secondary School	Urban	58	Selected
St. Leo's College Kyegobe	Urban	30	
Mpanga Secondary School	Urban	52	Selected
Iibaale Secondary School	Urban	16	
Kitumba Secondary School	Peri-urban	21	
Nyakasura School	Peri-urban	55	Selected
Kahinju Secondary School	Peri-urban	48	Selected
Kamengo Secondary School	Peri-urban	25	
Kagote Seed Secondary School	Peri-urban	23	
Bukuuku Community Secondary School	Peri-urban	24	
Kaboyo Senior Secondary School	Rural	20	
St. Paul's Nyabweya Secondary School	Rural	24	
Rusekere Secondary School	Rural	35	Selected
Ruteete Secondary School	Rural	17	
Noble Mayombo Senior Secondary School	Rural	24	Selected
Total		**472**	

Source: Kabarole District Education Department (2020) and MoES (2017).

Appendix 8: Table for determining sample size

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	300	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
         "S" is sample size
Source: Krejcie & Morgan, 1970

Appendix 9: Plagiarism test report

Work Environment and Job Performance of Teachers in Secondary Schools of Kabarole District, Uganda

by Innocent Guma

Work Environment and Job Performance of Teachers in Secondary Schools of Kabarole District, Uganda

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