

The impact of school environment on the performance of teachers in public primary schools in Apapai sub-county in Kalaki district in Uganda. A cross-sectional study.

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Abstract

Background

The school environment is a hierarchical system comprising many subsystems, including school leadership, drainage, classrooms, blackboards, the school compound, sanitation, toilets and urinals, the staffroom, seating facilities, teaching and learning materials, the head teachers' leadership styles, monitoring and evaluation, the school neighborhood, and the community. This study determined the impact of the school environment on the performance of teachers in public primary schools in Apapai Sub-County in Kalaki district in Uganda.

Methodology

The study employed a descriptive cross-sectional survey research design with both qualitative and quantitative approaches. The target population for the study was 128 respondents, and data were collected using a structured questionnaire and interview guides. The results were analysed using SPSS. Data presentation is in the form of tables displaying frequencies and percentages. Pearson Correlation coefficient analysis was conducted to establish the relationship, while linear regression analysis was conducted to establish the strength and magnitude of the relationship between study variables.

Results

48% of respondents were school management committees, and 62.6% of the respondents were male. The Pearson correlation coefficient between school environment and teachers' performance was 0.209, which shows a weak positive correlation. The correlation is statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000. The contribution of the environment to the performance of teachers in public primary schools in Kalaki district is approximately 4% (R Square change = 0.40). The contribution was found to be significant at 1% level (F change = 24.784, $p \leq 0.01$).

Conclusion

The school environment has a statistically significant effect on teachers' performance in public primary schools in the Kalaki district.

Recommendation

School management should provide sufficient classrooms to improve interaction between the pupils and the teachers in public primary schools in Kalaki district.

Keywords: Teacher performance, Public primary schools, Apapai Sub-County, Physical and perceived school environment

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Background

The school environment operates as a hierarchical system composed of various interconnected subsystems, including school leadership, drainage systems, classrooms, blackboards, school compounds, sanitation facilities, toilets, urinals, staffrooms, seating arrangements, teaching and learning materials, leadership styles of headteachers, monitoring and evaluation practices, the surrounding community, and the broader school neighborhood. It encompasses both physical and perceived elements (Mkumbo, 2012). Several studies have explored the relationship between the school environment and performance. For example, Moore (2012) investigated how the school environment influences teacher dissatisfaction among public school teachers in the United States. The

study found that a positive school environment is characterized by supportive administration, consistent enforcement of rules by school leadership and teachers, shared beliefs and values, effective communication between the principal and staff, cooperation, dedication from the principal, and a collective belief that the school is well-managed. Teachers who perceive a positive school environment experience greater classroom control and higher job satisfaction, while perceptions of student and community-related problems increase teacher dissatisfaction. Although this study provides valuable insights into the school environment's role in teacher satisfaction, it was conducted in the U.S. and focused specifically on teacher dissatisfaction. This study determined the impact of the school environment on the

performance of teachers in public primary schools in Apapai Sub-County in Kalaki district in Uganda

Methodology

Research Design

A descriptive cross-sectional survey research design was adopted with both qualitative and quantitative approaches as a way of triangulating and enhancing the quality of the findings of the study (Amin, 2005; Creswell, 2009). Amin (2005, p.63) opines that, "...results from one method can help develop or inform the other method or one method can be nested within another method to provide insight into different levels of analysis". The study was cross-sectional because the researcher picked a cross-section of respondents over a short period of time, and follow-up of the respondents was not necessary (Picho, 2014).

Study Population

The target population for the study was 128 respondents, consisting of 1 District Education Officer (DEO), 1 District Inspector of Schools (DIS), 48 members of School Management Committees (SMCs), 6 Head teachers, and 72 teachers in selected public primary schools in Kalaki district.

Determination of the Sample Size

Given a population of 128 respondents, the sample size was 103 respondents determined using Krejcie & Morgan table.

Sampling Techniques and Procedure

The purposive and simple random sampling was used to select the Headteachers, Teachers, School management committee members and District officials.

Data Collection Methods

(Cohen & Manion, 1991; Kothari, 2002) Recommend that before a researcher decides on the data collection methods, he or she should bear in mind both secondary and primary data. The researcher collected data from both secondary and primary sources using a mixed methodology for triangulation purposes during the various phases of the study (Patton, 2002). Secondary data was collected from textbooks, journals, government reports, unpublished theses, and the internet. Secondary data was gathered from existing literature on employee welfare and performance. Secondary data was also collected through documentary reviews to establish the existing level of knowledge on welfare and teachers' performance in public primary schools in Kalaki district, the assumptions made, and the key information gaps, particularly regarding housing, feeding, medical care, allowances, environment, and teachers' performance linkages. Documentary reviews help to substantiate primary data with other sources of information in order for the researcher to gain insight in the area of study and beef up discussions (Patton, 2002).

Primary data was generated from field findings, and the main primary data collection methods employed by the researcher were observation, interviews, and questionnaires. Through the observation method, the researcher was able to directly observe and collect information on the school environment, staff housing, and provision of meals at school. Interviews through oral verbal interactions were held with purposively selected DEOs, DISs, and head teachers in a structured way to minimize time wastage.

Data Collection Instruments

The main data collection instruments in this study were observation checklists, structured interview guide and questionnaires.

Observation checklist

Observation checklists helped the researcher collect data directly seen on the quality and number of teachers' houses, allowances, and school environment, and their effect on teachers' performance in public primary schools in Kalaki district. This helped the researcher to minimize deliberate respondent information falsification and get first-hand information (Amin, 2005).

Interview guide

The interview guide contained open-ended questions, which compelled the respondents to give more unrestricted responses since open-ended questions are perceived as less threatening (Picho, 2014). The interview guide helped the researcher to collect data from DEO, DIS, and head teachers in a short time.

Questionnaire

Questionnaires were used because they catered for confidentiality, the collection of a lot of data in a short time, with a large number of respondents who were geographically apart. Questionnaires did not call for close supervision; they were cheap and allowed respondents to fill them at a time convenient to them (Koul, 2009; Kothari, 2010).

Pre-testing (Validity and Reliability)

Validity

The questionnaire was discussed with colleagues and the supervisors to assess its structure, contents, clarity, consistency, and relevance in relation to the research objectives. The study was also carried out in a natural setting of public primary schools. The level of accuracy of the instruments was determined through the computation of the content validity index (CVI), an indicator of the level of accuracy of the instrument. The results revealed a CVI of 0.76, which is above the 0.6 recommended by Amin (2005)

Reliability

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Data Analysis

Quantitative Data Analysis

A descriptive statistic was applied to explore the data and verify the study hypothesis. The researcher used SPSS to analyze the data collected. Data presentation is in the form of tables displaying frequencies and

percentages. Pearson Correlation coefficient analysis was conducted to establish the relationship, while linear regression analysis was conducted to establish the strength and magnitude of the relationship between study variables.

Qualitative Data Analysis

Processing of qualitative data involved categorizing data and attaching it to appropriate categories. The analysis of the interview responses was edited according to the themes developed from the objectives of the study. Responses from interviews were reported using narrations of opinions, experiences, and views of the participants. Where necessary, quotes from the respondents were used to strengthen the interpretation.

Results

Demographic characteristics of respondents Respondents by Gender

Table 1: Respondents by Gender

Gender	Frequency	% Frequency
Female	34	37.4
Male	57	62.6
Total	91	100

Source: primary data 2024

Table 2 revealed that the majority of the respondents were male (62.6%). The female respondents stood at 37.4%, implying that both genders were fairly represented. This revelation contradicts Kazi et al (2013), who assert that “the bulk of statistics around the world consistently

confirms that the teaching profession is predominantly held by the feminine gender. This contradiction may be explained by the hard-to-reach nature of Apapai Sub-County, Kalaki district, which favors the male gender.

Respondents by Teacher and SMC Member categories

Table 3: Respondents by Teacher and SMC Member categories

District	Frequency	%Frequency
Teacher	47	52.0
SMC Member	44	48.0
Total	91	100

Source: primary data 2024

Table 3 shows that Teacher respondents constituted 52 % while members of the school management committees constituted 48%. The findings revealed that both teachers and school management committee members were well represented in the study.

Teachers' work environment in Apapai Sub-County Kalaki district

Table 4: Teachers' work environment in Apapai Sub-County Kalaki district

Code	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	Std.dev
F1	Your school has enough classrooms for every class.	74	15	287	57			58	12	83	17	3.4	1.3
F2	All classrooms have good black boards.	12	2	117	23	2	0	102	20	269	54	2.0	1.3
F3	My school has good sanitation for teachers.	11	2	23	5	4	1	290	58	174	35	1.8	0.8
F4	My school has good latrines for teachers.	9	2	22	4			142	28	329	66	1.5	0.9
F5	My school has good latrines for the pupils.	50	10	71	14	1	0	217	43	163	33	2.3	1.313
F6	My school has separate latrines for female and male teachers.	3	1	61	12	1	0	312	62	125	25	2.0	0.9
F7	My school has separate latrines for female and male pupils.			474	94			25	5	3	0.6	3.9	0.5
F8	This school has a staff room.	2	0	19	4	1	0	375	75	105	21	1.9	0.6
F9	The staff room has working tables for teachers.	5	1	9	2			288	57	200	40	1.7	0.7
F10	The staff room has sitting facilities for all teachers.	20	4	2	0	1	0	150	30	329	66	1.5	0.9
F11	All classrooms have enough sitting facilities for all pupils	93	19	27	5			337	67	45	9	2.6	1.3
F12	This school has good drainage that keeps off running water from entering classes	65	13	219	44			120	24	98	20	3.1	1.4
F13	The school environment is secure from intruders.			1	0			146	29	355	71	1.3	0.5
F14	This school is fenced.	1	0					501	100			1.0	0.1
F15	All classroom floors in this school are cemented.	11	2	56	11	2	0	253	50	180	36	1.9	1.0
F16	All classes study in permanent buildings.	14	3	54	11	2	0	277	55	155	31	2.0	1.0
	Average Mean											2.1	0.9

Source: Primary data 2024.

Table 4 indicates that the first item on the status of teachers' working environment was stated as: "Your school has enough classrooms for every class. Findings reveal that 14.7% strongly agreed, 57.2% agreed, 11.6% disagreed, and 16.5% strongly disagreed. The scored mean value was 3.42, and the standard deviation was 1.329. Therefore, it implies that the majority of the respondents agreed that public primary schools in Apapai Sub-County, Kalaki district had enough schools. The mean value of 3.42 implies that the status of public primary schools having enough classrooms in Apapai Sub-County, Kalaki district

was satisfactory. The standard deviation of 1.329 for this item implies much variation in the way participants responded to this item. This may have been because some schools may have had enough classrooms for every class, while others may not have had enough. As regards the second sub-construct, i.e., all classrooms have good chalkboards, 2.4% strongly agreed, 23.3% agreed, 0.4% were undecided, 20.3% disagreed, 53.6% strongly disagreed, and the mean value was 2.01. From these findings, it may be deduced that the majority of the respondents (73.9%) disagreed with the statement that

public primary schools in the Kalaki district had good blackboards. The scored mean value of 2.01 implies that the status of public primary schools in Kalaki district, having good blackboards, was fairly satisfactory. The standard deviation of 1.300 for this item implies much variation in the responses.

Findings that on the third sub-construct, i.e., 'my school has good sanitation for teachers', 2.2% strongly agreed, 4.6% agreed, 0.8% were undecided, 57.8% disagreed, 34.7% strongly disagreed, and the mean value for this item was 1.82. The revelation implies that the majority of the respondents disagreed with the statement that public primary schools in Apapai Sub-County, Kalaki district, had good sanitation for teachers. The scored mean value of 1.82 implies that public primary school sanitation in Apapai Sub-County, Kalaki district, was not satisfactory. The standard deviation of .839 implies little variation in the responses.

Responses were also sought on the question of schools having good latrines for teachers. Findings indicate that 1.8% strongly agreed, 4.4% agreed, 28.3% disagreed, 65.5% strongly disagreed, and the mean value for this item was 1.49. The findings mean that the majority of the respondents (92.8%) disagreed with the statement that public primary schools in Apapai Sub-County, Kalaki district had good latrines for teachers. The scored mean value of 1.49 means that the status of teachers' latrines in public primary schools in Kalaki district was not satisfactory. The standard deviation of .854 means that there was not much variation in the responses.

When it came to the fifth sub-construct, i.e., 'my school has good latrines for the pupils', findings revealed that 10.0% strongly agreed, 14.1% agreed, 0.2% were undecided, 43.2% disagreed, and 32.5% strongly disagreed. The scored mean value was 2.26, and the standard deviation was 1.313. The results imply that the majority of the respondents (75.7%) disagreed with the statement that public primary schools in the Kalaki district had good latrines for the pupils. The mean value of 2.26 implies that the status of latrines for the pupils in public primary schools was fairly satisfactory.

Results reveal that on the question of schools having separate latrines for female and male teachers, 0.6% strongly agreed, 12.2% agreed, 0.2% were undecided, 62.2% disagreed, and 24.9% strongly disagreed. The mean value for this sub-construct was 2.01, while the standard deviation was .890. The revelation implies that 87.1% of the respondents indicated that public primary schools in Kalaki district did not have separate latrines for male and female teachers. However, the mean value of 2.01 indicates that the status of separate latrines for female and male teachers was fairly satisfactory.

Furthermore, findings reveal that on the question of separate latrines for male and female pupils, 94.4% agreed, 5.0% disagreed, and 0.6% strongly disagreed. The scored mean value was 3.88, and the standard deviation was .490. The findings indicate that the majority of the respondents (94.4%) agreed that public primary schools in Apapai Sub-

County, Kalaki district had separate latrines for male and female pupils. The mean value of 3.88 indicates that the status of separate latrines for male and female pupils in public primary schools in Apapai Sub-County, Kalaki district, was satisfactory. When it came to the question of schools having a staff room, 0.4% strongly agreed, 3.8% agreed, 0.2% were undecided, 74.7% disagreed, and 20.9% strongly disagreed. The respondents' mean value for this item was 1.88, and the standard deviation was .620. The findings mean that the majority of the respondents (95.6%) disagreed with the statement that public primary schools in the Kalaki district had a staff room. The scored mean value means that the status of public primary schools in Apapai Sub-County, Kalaki district, having staff rooms was not satisfactory.

Furthermore, responses were also sought on the item of staff rooms having working tables for teachers. Results revealed that 1.0% strongly agreed, 1.8% agreed, 57.4% disagreed, and 39.8% strongly disagreed. The respondents' scored mean value for this item was 1.67, and its standard deviation was .671. The findings mean that the majority of the respondents (97.2%) disagreed with the statement that staff rooms in public primary schools in Apapai Sub-County, Kalaki district had working tables for teachers. The mean value of 1.67 means that the status of having tables for teachers in public primary schools in Kalaki district was not satisfactory.

On the question of staff rooms having sitting facilities for all teachers, the findings revealed that 4.0% strongly agreed, 0.4% agreed, 0.2% were undecided, 29.9% disagreed, and 65.5% strongly disagreed. The respondent scored a mean value for this sub-construct of 1.47, while the standard deviation was .870. The implication is that the majority of the respondents (95.5%) disagreed with the view that staff rooms in public primary schools in Kalaki district had sitting facilities for all teachers. The scored mean value of 1.47 implies that the status of staff rooms in public primary schools in Kalaki district, having sitting facilities for all teachers, was not satisfactory.

As regards all classrooms having enough sitting facilities for all pupils, 18.5% strongly agreed, 5.4% agreed, 67.1% disagreed, and 9.0% strongly disagreed. The respondents' mean value for this sub-construct was 2.57. The revelation indicated that the majority of the respondents (76.1%) disagreed with the statement that all classrooms had enough seating facilities for all pupils. The standard deviation was 1.283, and the mean value of 2.57 was found, indicating that the status of all classrooms having enough sitting facilities for pupils in public primary schools in Kalaki district was fairly satisfactory.

On the item concerning good drainage that keeps off running water from entering classes, 12.9% strongly agreed, 43.6% agreed, 23.9% disagreed, and 19.5% strongly disagreed. The scored mean value was 3.07, and the standard deviation was 1.405. The results imply that the majority of the respondents (56.5%) agreed with the statement that schools in the Kalaki district have good drainage that keeps off running water from entering the

classes. The scored mean value of 3.07 implies that, as far as drainage that keeps off running water from entering classes was concerned, the status was satisfactory.

Concerning the thirteenth item, i.e., the school environment being secure from intruders, results revealed that only 0.2% agreed, 29.1% disagreed, and 70.7% strongly disagreed. The respondent's mean value was 1.30, and the standard deviation was .134. The findings indicate that the majority of the respondents (99.8%) disagreed with the statement that the school environment was secure from intruders. The scored mean value of 1.30 indicates that the status of public schools' environment being secure from intruders was not satisfactory.

The next sub-construct concerned public primary schools being fenced. 99.8% of the respondents disagreed with the

statement that schools were fenced. The standard deviation was .134, and the scored mean value of 1.01 implies that the status of school fencing in Kalaki district was not satisfactory.

Responses were also sought on the question of all classrooms in schools having cemented floors. Results reveal that 2.2% strongly agreed, 11.2% agreed, 0.4% were undecided, 50.4% disagreed, and 35.9% strongly disagreed. The respondent's mean value was 1.93, and the standard deviation was 1.002. The findings imply that the majority of the respondents (86.3%) disagreed with the statement that all classroom floors in public primary schools were cemented. The scored mean value of 1.93 implies that the status of classroom floors being cemented in public primary schools in Kalaki district was not satisfactory.

Teachers' Performance in Apapai Sub-County Kalaki district

Table 5: Teachers' Performance in Kalaki district

Code	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	Std.dv
G1	Teachers always come by 7:30 am at school.	1	0	17	3	6	1	231	46	247	49	1.6	0.7
G2	There are schemes of work by the first day of the term.	10	2	25	5			58	12	409	82	1.3	0.9
G3	Teachers prepare lessons daily.	14	3	37	7	4	1	53	11	394	79	1.5	1.0
G4	Teachers always come with lesson plans in class.	13	3	44	9	2	0	231	46	212	42	1.8	1.0
G5	Teachers always use lesson plans in class.	15	3	45	9	4	1	267	53	171	34	1.9	1.0
G6	Teachers are always present at school supervising all school activities.	2	0	3	1	3	1	262	52	232	46	1.6	0.6
G7	There is active teacher involvement in cocurricular activities in school.	5	1	16	3	20	4	158	32	303	60	1.5	0.8
G8	There is efficient teacher management of pupil's discipline at school.	6	1	45	9	10	2	324	65	117	23	2.0	0.8
G9	There is regular attendance to all lessons by all teachers at school.	4	1	4	1	7	1	359	72	128	26	1.8	0.6
G10	There is regular assessment of pupils through tests.	6	1	23	5	3	1	304	61	166	33	1.8	0.8
G11	There is efficient counseling and guidance of pupils by teachers at school	18	4	33	7	5	1	261	52	185	37	1.9	1.0
G12	Teachers maintain pupil's records properly (e.g. registers, academic progress records)	20	4	78	16	189	38	166	33	49	9.8	2.7	1.0
G13	The turn up of teachers in staff meetings is high.	2	0	207	41	19	4	152	30	122	24	2.6	1.3
G14	There is effective teacher participation in staff meetings.	22	4	146	29	145	29	142	28	47	9.4	2.9	1.1
G15	Teachers always maintain a record of work covered.	10	2	94	19	178	36	148	30	72	14	2.7	1.0
G16	The head teacher is always at school supervising school activities.	7	1	2	0	7	1	103	21	383	76	1.3	0.7
G17	Teachers in this school mark pupils' work given in class	4	1	8	2	44	9	128	26	318	63	1.5	0.8

G18	Teachers in this school conduct remedial lessons for slow learners.							99	20	403	80	1.2	0.4
G19	Teachers always use pupil centred teaching methods in their lessons.			20	2	8	2	234	47	250	50	1.6	0.6
G20	Teachers in this school create a friendly learning environment for their pupils.	9	2	9	2	10	2	166	33	308	61	1.5	0.8
	Average Mean											1.8	0.8

Source: Primary data 2024

Table 5 shows that the first item on teachers' performance in public primary schools was stated as: "Teachers always come by 7:30 am at school. Findings reveal that 0.2% strongly agreed, 3.4% agreed, 1.2% were undecided, 46.0% disagreed, and 49.2% strongly disagreed. The respondents' mean value was 1.59, and the standard deviation was .702. The findings imply that majority of the respondents (95.2%) disagreed with the statement that teachers come by 7:30 am to schools in Kalaki district. The scored mean value of 1.59 implies that teachers' time for reporting to school for work in public primary schools in Kalaki district was not satisfactory.

The second sub-construct stated that there are schemes of work by the first day of the term. The findings revealed that 2.0% strongly agreed, 5.0% agreed, 11.6% disagreed, and 81.5% strongly disagreed. The scored mean value for this item was 1.45, and the standard deviation was .875. Therefore, it means that the majority of the respondents disagreed that there are schemes of work by the first day of the term, and the mean value of 1.34 means that teachers' performance in terms of having made schemes of work by the first day of the term was not satisfactory. As regards the third sub-construct, i.e., teachers prepare lessons daily, findings revealed that 2.8% strongly agreed, 7.4% agreed, 0.8% were undecided, 10.6% disagreed, and 78.5% strongly disagreed. The scored mean value for this sub-construct was 1.45, and the standard deviation was 1.021. The implication is that the majority of the respondents (89.1%) disagreed with the statement that teachers prepare lessons daily. The respondents' mean value of 1.45 means that teacher performance in public primary schools in Kalaki district was not satisfactory.

The fourth sub-construct stated: "Teachers always come with lesson plans in class" and the findings revealed that 2.6% strongly agreed, 8.8% agreed, 0.4% were undecided, 46.0% disagreed, and 42.2% strongly disagreed. The scored mean value was 1.83, and the standard deviation was .992. Therefore, it means that most respondents (88.2%) disagreed with the statement that teachers always come with lesson plans in class. The scored mean value indicates that teachers' performance in public primary schools in Kalaki district, in terms of always going to class with a lesson plan, was not satisfactory. The Finding also reveals that on the issue of teachers always using lesson plans in class, 3% strongly agreed, 9% agreed, 0.8% were undecided, 53.2% disagreed, and 34.1% strongly disagreed. The respondents' mean value was 1.94, and the standard deviation was .987. The indication is that the majority of the respondents (87.3%) disagreed with the statement that

teachers always use lesson plans in class. The respondents' mean value of 1.94 indicates that teachers' performance in public primary schools in terms of always using lesson plans in class was not satisfactory. Furthermore, the sixth sub-construct was stated as "Teachers are always present at school supervising all school activities" and the findings in I indicate that 0.4% strongly agreed, 0.6% agreed, 52.2% disagreed, and 46.2% strongly disagreed. The respondents' mean value was 1.57, while the standard deviation was .585. This implies that the majority of the respondents (98.4%) disagreed with the statement that teachers are always at school supervising school activities. The scored mean value of 1.57 implies that teachers' performance in terms of always being present at school, supervising all school activities in Kalaki district, was not satisfactory. The seventh item concerned active teachers' involvement in co-curricular activities in school. Findings reveal that 1.0% strongly agreed with the statement, 3.2% agreed, 4.0% were undecided, 31.5% disagreed, and 60.4% strongly disagreed. The respondents' mean score was 1.53, and the standard deviation was .801. The findings imply that the majority of the respondents (91.9%) disagreed with the statement that there is active teacher involvement in co-curricular activities. The respondents' mean value of 1.53 implies that active teacher involvement in co-curricular activities in public primary schools in Apapai Sub-County, Kalaki district, was not satisfactory.

As regards efficient teacher management of pupils' discipline at school, results reveal that 1.2% strongly agreed, 9.0% agreed, 2.0% were undecided, 64.5% disagreed, and 23.3% strongly disagreed. The respondents' mean value was 2.00, and the standard deviation was .849. The findings mean that the majority of the respondents (87.8%) disagreed with the statement that there is efficient teacher management of pupils' discipline at school. The scored mean value of 2.0 implies that teachers' performance in terms of managing pupils' discipline in public primary schools was fairly satisfactory. When it came to regular attendance to all lessons by all teachers at school, the findings reveal that 0.8% strongly agreed, 0.8% agreed, 1.4% were undecided, 71.5% disagreed, and 25.5% strongly disagreed. The respondents' mean value was 1.80, and the standard deviation was .577. The findings imply that the majority of the respondents (97%) disagreed with the statement that there is regular attendance to all lessons by all teachers at school. The scored mean value of 1.80 implies that regular teacher attendance at all lessons in public primary schools in Kalaki district was not satisfactory. Finding reveals that on the item of regular

assessment of pupils through tests by teachers, 1.2% strongly agreed, 4.6% agreed, 0.6% were undecided, 60.6% disagreed, and 33.1% strongly disagreed. The mean value for this item was 1.80, and the standard deviation was .768.

Therefore, it implies that the majority of the respondents (93.7%) disagreed with the statement that there was regular assessment of pupils through tests. The scored mean value implies that teachers' performance in terms of regular assessment of pupils through tests in public primary schools in Kalaki district was not satisfactory. Responses were also sought on the question of efficient counselling and guidance of pupils by teachers at school, and findings reveal that 3.6% strongly agreed, 6.6% agreed, 1.0% were undecided, 52.0% disagreed, and 36.9% strongly disagreed. The respondents' scored mean value for this item was 1.88, and the standard deviation was .976. This indicates that most respondents (88.9%) disagreed with the statement that there is efficient counselling and guidance of pupils by teachers at school. The respondents' mean value of 1.88 implies that teachers' performance in terms of counselling and guiding pupils in public primary schools in Kalaki district was not satisfactory. On the question of teachers' maintenance of pupils' records properly (e.g., registers, academic progress records), findings indicate that 4.0% strongly agreed, 15.5% agreed, 37.6% were undecided, 33.1% disagreed, and 9.8% strongly disagreed. The respondents' mean score was 2.71, and the standard deviation was .976. The findings imply that the majority of the respondents (42.9%) disagreed with the statement that teachers maintain pupils' records properly, while a substantial number (37.6%) were undecided on this item. The scored mean value of 2.71 implies that teachers' maintenance of pupils' records in public primary schools in Apapai Sub-County, Kalaki district was fairly satisfactory. Results reveal that the item concerning the turn-up of teachers in staff meetings was high, 0.4% strongly agreed, 41.2% agreed, 3.8% were undecided, 30.3% disagreed, and 24.3% strongly disagreed. The respondents' mean score was 2.63, and the standard deviation was 1.253. Therefore, it implies that 41.6% of the respondents agreed while 54.6% disagreed with the statement that the turn-up of teachers in staff meetings was high. The respondents' mean value of 2.63 implies that teacher turn-up in staff meetings in public primary schools in Kalaki district was fairly satisfactory. When it came to item number fourteen, i.e., "there is effective teacher participation in staff meetings", Finding reveals that 4.4% strongly agreed, 29.1% agreed, 28.9% were undecided, 28.3% disagreed, and 9.4% strongly disagreed. The respondents' mean value was 2.91, and the standard deviation was 1.057. The findings show that while 33.5% agreed, 37.7% disagreed. The number of those who agreed was almost equal to the number of those who disagreed. The scored mean value of 2.91 implies that teacher participation in meetings in public primary schools in Kalaki district was fairly satisfactory. When it came to teachers always maintaining a record of work covered, findings revealed that 2.0% strongly agreed, 18.7% agreed,

35% were undecided, 29.5% disagreed, and 14.3% strongly disagreed.

The respondents' mean value was 2.65, and the standard deviation was 1.006. The findings mean that 20.7% agreed while 43.8% disagreed. A substantial number (35%) was undecided on this item. The scored mean value of 2.65 implies that teachers' maintenance of a record of work covered was fairly satisfactory. It is revealed that on the sixteenth item, i.e., "the head teacher is always at school supervising school activities", 1.4% strongly agreed, 0.4% agreed, 1.4% were undecided, 20.5% disagreed, and 76.3% strongly disagreed. The scored mean value was 1.30, and the standard deviation was .656. The findings imply that the majority of the respondents (96.6%) disagreed with the statement that the head teacher was always at school supervising school activities. The scored mean value of 1.30 implies that the performance of head teachers in terms of being at school supervising school activities in public primary schools in Kalaki district was not satisfactory. It is also evidenced that on the item concerning teachers marking pupils' work given in class, 0.8% strongly agreed, 1.6% agreed, 8.8% were undecided, 25.5% disagreed, and 63.3% strongly disagreed. The respondents' mean value was 1.51, and the standard deviation was .786.

The results show that the majority of the respondents (88.8%) disagreed with the statement that teachers mark pupils' work given in class. The scored mean value of 1.51 implies that teachers' performance as regards marking pupils' work given in class in public primary schools in Kalaki district was not satisfactory. As regards the eighteenth sub-construct, i.e., "teachers in this school conduct remedial lessons for slow learners", finding reveals that 19.7% disagreed, and 80.3% strongly disagreed. The respondents' mean value was 1.20, and the standard deviation was .398. Therefore, it implies that all the respondents disagreed with the statement that teachers conduct remedial lessons. The scored mean value of 1.20 implies that teachers' performance in conducting remedial lessons for slow learners in public primary schools in Kalaki District was not satisfactory. The second last sub-construct was stated as, "teachers always use pupil-centred teaching methods in their classes" and the results also reveal that 2.0% strongly agreed, 1.6% agreed, 46.6% disagreed, and 49.8% strongly disagreed. The respondents' mean value was 1.56, and the standard deviation was .632. Therefore, it means that the majority of the respondents (96.4%) disagreed with the statement. The scored mean value of 1.56 implies that teachers' performance in terms of using pupil-centred teaching methods in their lessons in public primary schools in Kalaki district was not satisfactory. The last sub-construct concerned teachers creating a friendly learning environment for their pupils. Findings also show that 1.8% of the respondents strongly agreed, 1.8% agreed, 2.0% were undecided, 33.1% disagreed, and 61.4% strongly disagreed. The scored mean value was 1.50, and the standard deviation was .783. Hence, it implies that the majority of the respondents (94.5%) disagreed. The respondent scored a mean value of 1.50,

which implies that teachers' performance in terms of creating a friendly learning environment for their pupils in public primary schools in Apapai Sub-County, Kalaki district, was not satisfactory. Results also reveal the respondents' scored average mean value on the status of teachers' performance in public primary schools in Kalaki district as 1.835, while the standard deviation was .834. The implication is that the status of teachers' performance in public primary schools in Kalaki district was not satisfactory, and there was not much variation in the responses. To triangulate these quantitative data from the questionnaires that were administered to teachers and school management committee members, structured interviews were conducted with the head teachers, district inspectors of schools, DEOs, and staff of the Directorate of Education Standards. When asked to comment on whether teachers in public primary schools reported to their schools by 7:30 am, most head teachers (44/49) indicated that teachers reported to school by 8:00 am. But most of them arrived late whenever it rained.

They, however, indicated that most of them also left by 4:00 pm. The district inspectors of schools and the DEO had the same views about teachers' time management. But the DEO of the district also pointed out that early departure from school was more pronounced during the time when the government paid salaries, as teachers had to travel to banks to collect their pay. When the researcher asked about schemes of work being made by the first day of the term, all head teachers said that it was difficult to have schemes on the first day of the term because schools usually receive scholastic materials late. It was indicated that it was difficult to enforce this guideline due to the delayed acquisition of scholastic materials used in the scheme.

When this same issue was raised with the DEO and DIS, they agreed that on most occasions, finances were realized

late by the ministry. The DEO of the district said: "We know that money comes late, but we encourage our head teachers to work out with school suppliers to provide scholastic materials as they wait for the money. There should be no excuse for the delay in scheduling by the teachers." The staff of the DES shared the same view. They indicated that most teachers made schemes of work in the second week of the term, as opposed to making them during holidays and submitting them on the first day of the term. Asked whether all teachers were always at school supervising all school activities, the responses of the head teachers revealed that there was a lot of absenteeism in public primary schools in Kalaki district. For example, head teacher BH15 said: "It is very difficult to have all teachers present in our schools. We have agreed with my staff that one member is off every day as a way of motivating them and minimizing absenteeism. Asked if this was not illegal, the head teacher said What can I do when the teachers come from very far, yet this method has helped in reducing dodging by the teachers." When the researcher asked if the DEO or the DIS was aware of this arrangement, he was informed that this was a secret arrangement. The DEO and the DIS were not aware of this happening in the school. But they were aware of the high rate of absenteeism in the schools, especially during market days, rainy season, during the time for co-curricular activities, and at the time of salary by the government. The researcher did not find all teachers present in any of the schools where he conducted the interviews.

Correlational findings on the relationship between in-service training, teacher collaborations, supportive teacher supervision, and teacher commitment in U.P.E. schools in Kasanda district

Table 6: Correlational findings on the relationship between Teachers housing, teacher allowances, school environment and teacher performance in U.P.E schools in district

		School environment
Teacher performance	Pearson Correlation	0.209**
	Sig. (2-tailed)	0.000
	N	91

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

Table 6 explores the relationship between school environment and teacher performance in U.P.E. schools in Kalaki district. The analysis of the correlations is as follows: The Pearson correlation coefficient between school environment and teachers' performance was 0.209, which shows a weak positive correlation. The correlation is statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000. This indicates that there was a significant

but weaker positive relationship between Teachers' school environment and teacher performance in U.P.E. schools in Kalaki district.

Overall, the correlational findings suggest that Teachers' housing and teachers' allowances have a stronger positive relationship with teachers' performance in U.P.E. schools compared to the school environment.

Model Summary

A hierarchical regression analysis was performed to determine the contribution of each of the independent variables to the variation in teachers' performance in selected public primary schools in Kalaki district.

Table 7: Hierarchical Regression model for Teachers' Performance

Model	R	R Square	Adjusted Square	R	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.122 ^a	.015	.013		.015	7.594	.006
2	.395 ^b	.156	.153		.141	83.444	.000
3	.395 ^c	.156	.151		.000	.073	.787

a. Predictors: (Constant), Provision of Housing

b. Predictors: (Constant), Provision of Housing, Provision of Allowances

c. Predictors: (Constant), Provision of Housing, Provision of Allowances, School Environment

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant) 1	1.875	.094		20.027	.000
Provision of Provision of Housing	.201	.073	.122	2.756	.006
(Constant)	.470	.246		1.911	.057
Provision of Housing	.320	.070	.195	4.566	.000
Provision of Allowances	.014	.107	.005	.130	.896
(Constant)	.326	.242		1.345	.179
Provision of Housing	.099	.081	.060	1.217	.224
Provision of Allowances	.097	.106	.038	.914	.361
School Environment	.313	.063	.246	4.987	.000

Source: Primary data

Model 3 was in respect of the school environment, which was found to have a significant effect on teachers' performance (Beta = .246, $p < 0.01$). These results imply that the more teachers are provided with housing, the better their performance will be. a. This means that an

improvement in the school environment will most likely lead to a significant improvement in teachers' performance in public primary schools in Apapai sub-county, Kalaki district.

Discussion of results

School environment and Teachers' Performance in Apapai sub county Kalaki district as clearly

As indicated in chapter four, the school environment was found to have a statistically significant effect on teachers' performance in public primary schools in Kalaki district.

The findings are consistent with findings by Mashinini (2002) that revealed that many schools in Lesotho were not attractive and had inadequate furniture, water, and sanitation facilities, and were overcrowded, leading to irregular attendance by learners. This implies that a safer, secure, and protective school environment is key to both

teachers' and pupils' performance in public primary schools in Kalaki district.

The findings are similar to findings by Kadzamira (2006), who investigated teacher motivation and incentives in Nigeria and Malawi, respectively. They found out that the school environment in which most teachers were working was daunting and very challenging. Most schools' environment was wanting as school buildings were largely dilapidated, many schools were found without adequate toilets, a lack of staff rooms, and overcrowded classrooms. Reward systems in terms of salaries and emoluments were largely unsatisfactory, and improvements in the education system were not deep enough to record a satisfactory enhancement in teachers' morale. The findings indicate that most schools in the Kalaki district did not have adequate toilets and staff rooms. The researcher, on several occasions, could see teachers working under trees and on verandahs due to the lack of classrooms. Some schools were also dilapidated with cracked walls, floors, and bad blackboards. This accounts for the current unsatisfactory status of teachers' performance in public primary schools in the Bugisu subregion.

The findings are in tandem with those by Mkumbo (2012), who argues that poor teacher working environment and poor government and community attitudes towards the teaching profession are key de-motivators for teachers. The findings are also supported by Ofejebe and Chinelo (2010), who posit that a good learning environment and good working conditions are a guarantee of good quality assurance in education. Given that the school environment in Kalaki district was not satisfactory, it is not surprising that teacher performance was also not satisfactory. The effect of school environment on teachers' performance in public primary schools in Kalaki district compares well with these international studies.

The findings are buttressed by Raziq & Maulabakhsh (2015), who found a positive relationship between working environment, rewards, and leadership and administrative support and job satisfaction of university teachers in Pakistan. The findings are further supported by Erat (2012), who asserted that the organizational environment has a significant effect on individual performance in Turkish state universities. Whereas these international findings were in universities, they compare well with the school environment in public primary schools in Kalaki district. Teachers' performance in public primary schools in Kalaki district is therefore dependent on the environment in which they work.

Conclusion

From the findings, it is concluded that the school environment has a statistically significant effect (0.000 at $p < .05$ level) on teachers' performance in public primary schools in Kalaki district.

From the findings of the present research, it is concluded that an improvement in the schools' environment may lead to a significant increase in teachers' performance. Thus, if schools in Kalaki district want to increase teachers'

performance, they need to pay much attention to the school environment in which teachers work in public primary schools.

The findings are in line with both local and international empirical studies related to the effect of the school environment on teachers' performance in public primary schools in Kalaki district.

Recommendation

To increase teachers' performance, it is recommended that education policy makers, implementers, and managers pay much attention to the school environment in which teachers work in public primary schools in Kalaki district. It is recommended that a safer and secure environment be provided to teachers in public primary schools in Kalaki district in order to enhance their performance as educators. School management should provide sufficient classrooms to improve interaction between the pupils and the teachers in public primary schools in Kalaki district.

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List of abbreviations

CVI: content Validity Index

SMC: School Management Committee

DEO: District Education Officer

MEOS: Ministry of Education and Sports.

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There is no source of funding.

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The authors declare no conflicting interest.

Availability of data

Data used in this study is available upon request from the corresponding author

Author's contribution

EEN designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript, and MS

supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Ethical approval

According to Saunders et al. (2003), ethical considerations in research concern the dilemmas that arise over the proper way to execute research, more specifically, not to create harmful conditions for the subjects of inquiry, humans, in the research process. The researcher therefore ensured that respondents' informed consent was obtained through a letter that clearly specified what the research was about, including clearly laid down procedures the participants expected to follow. The researcher will also ensure objectivity, integrity, anonymity, and confidentiality by withholding the respondent's names.

Informed Consent

Verbal consent was sought from the respondent after the explanation of the study topic to them. The respondents were assured of their right to freely consent. Confidentiality was assured to the respondents and the participants in the study. Code numbers were used instead of patient names as an assurance that no one else would know from whom the information was collected.

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