

**ENVIRONMENTAL FACTORS AFFECTING THE PERFORMANCE OF
TEACHERS IN PUBLIC SCHOOLS IN ZAMBIA: THE CASE OF SECONDARY
SCHOOLS IN LUSAKA DISTRICT**

BY

SANDRA MIYANDA CHIBOMBA

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DECLARATION

I, Sandra Miyanda Chibomba, declare that this dissertation represents my own work and that it has not previously been submitted for a degree at this University or any other similar institution and that all the sources of information used have been acknowledged by complete reference.

Sign:

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APPROVAL

This dissertation of Sandra Miyanda Chibomba has been approved as fulfilling the partial requirements for the award of the Master of Public Administration by the University of Zambia.

Examiner 1 Signature Date

Examiner 2 Signature Date

Examiner 3 Signature Date

Chairperson

Board of Signature Date

Examiners

Supervisor Signature Date

ABSTRACT

The work environment may affect workers' performance both positively and negatively. Educational policies have been put in place to improve education in Zambia. These policies were put in place to enable educational agencies to fully participate in educational development. Despite government efforts to boost teacher's performance in schools, secondary schools still face a number of challenges. Most secondary schools have poor infrastructure while some infrastructural projects take long to be completed.

This study aim of this study was to investigate the environmental factors that affect teachers' performance in public secondary schools. A mixed-methods case study design was used, which involved purposive and multi-stage sampling of research participants from four public secondary schools in Lusaka. A sample of 232 was engaged, comprising 12 key informants, 40 teachers and 180 learners. Data was collected through questionnaires and Semi-structured interviews. Quantitative data was analysed using descriptive analysis software SPSS, while qualitative data used narrative and thematic analysis. The findings indicate that there are physical and social environmental factors that positively and negatively affect the performance of teachers in public secondary schools in Lusaka District. Physical environmental factors that positively affect teachers' performance include; existence of adequate office size, adequate teaching and learning materials, stocked science laboratories, stocked libraries and ICT facilities. While increased number of learners in class and lack of some teaching and learning materials and lack of motivation negatively affect teacher performance. The Social-environmental factors that positively affect teacher performance were established as the relationships between teachers, learners, and supervisors in various forms. These forms include These forms include; friendliness, the ability of a teacher to command respect, punctuality of teachers, and allowing questions during lessons by teachers. The findings further suggest that explaining to slow learners, presence of standard leadership styles, good relationships between teachers and their supervisors, and among teachers positively affect teachers' performance. The study contributes to the existing body of knowledge on environmental factors that affect teachers' performance in public secondary schools.

Keywords

Work environment, Teacher performance, effects

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DEDICATION

I dedicate all the works to my husband (Kingford Mutinta Haakalaki) and my children (Danielle, Michelle and Nicole Haakalaki).

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CHAPTER 1

BACKGROUND AND INTRODUCTION

1.1 Introduction

The purpose of this chapter is to introduce the dissertation and its background. To achieve its purpose, the chapter presents the background of the research, statement of the problem, research objectives, significance of the research, conceptual framework and structure of the dissertation. The chapter ends with a conclusion.

1.2 Background

Education plays a crucial role in shaping the future of any society, and teachers are at the heart of this process. The quality of education is heavily influenced by the performance of teachers, making it essential to explore the factors that impact their effectiveness. One significant aspect that can shape teacher performance is the environment in which they work. The environment is the immediate surrounding for people which they manipulate for their existence (Ajala, 2012). It follows that the work environment is the immediate surrounding in which the workers perform their work (Chapins, 1995). The quality of the environment in which workers operate may determine employee motivation, subsequent performance and productivity (Massoudi et al., 2017). In this case, teachers may be comfortable working in an environment that may lead them to perform greatly. The environmental factors being considered are divided into two categories; physical and social environmental factors. The physical environmental factors include buildings, equipment, teaching and learning materials and human resources (teachers and auxiliary workers in particular). While the social environmental factors include relationships that exist between a teacher and the supervisors, the teacher and colleagues and, the teacher with learners.

The Zambian government has overtime recognised the importance of these environmental factors in secondary schools. This recognition can be noted from the 1977 educational reforms, where it was emphasised that physical environmental factors (such as lack of infrastructure, teaching and learning materials) were to be prioritised (Republic of Zambia,1977). Similar to the 1977 challenges, the environmental challenges were noted in the 1990s' as well. These challenges included dilapidated infrastructure, lack of textbooks, use of untrained and unqualified teachers in schools (Republic of Zambia,1996). This led to development of the Basic Educational Sub-Sector Investment Program (BESSIP) which were

meant to allow government to create a good environment in schools. Through the BESSIP strategies, an improvement in the provision of basic education was remarkably seen. Improved school infrastructure, access to basic education and equity in education provision (Republic of Zambia,1996). In trying to create a physical environment in schools, the educational sector has also employed more teachers into the system annually (UNESCO,2016).

Social environmental factors have equally been of concern in the education sector of Zambia, teacher training has been emphasised in all the government policies that have existed post-independence. For example, in 2000 a system of in-service education and training or continuing professional development (CPD) for teachers was implemented. This was done to upgrade teacher's capacity and train them to implement the new curriculums. The CPDs were and are still done through long term and short-term professional courses (UNESCO,2016). Fast track programmes were introduced to train teachers in Information Communication Technology (ICT), science and mathematics as an addition to the efforts the Zambian Government is making to improve educational standards (Republic of Zambia,2017). This means that the government has been concerned with the way teachers apply themselves professionally as they are required. Laws have been put in place to guide teachers on how they should collaborate with colleagues to perform official duties and how they should be able to relate with learners. These are the social environmental factors that have been put in place in the educational system (Republic of Zambia,2017). In addition, the Government has also made an effort to create conducive teaching and learning environments in public schools through various motivational strategies such as increasing teachers' basic salaries and adding allowances to their salaries (Bandiera et al., 2017).

1.3 Statement of the problem

From the background, we note that physical environmental factors such as classrooms, teaching and learning materials and employment of more teachers and in-service training have been put in place to improve the work environment of a teacher (Republic of Zambia, 2017). The social environmental factors such as teacher continuous professional development training (CPD) and relationships (that may also exist in secondary schools naturally between teachers, learners and supervisors) have been put in place to improve the work environment in schools (Republic of Zambia,2013). However, it is not clear how these environmental factors affect the performance of teachers. In this regard performance of teachers is viewed in terms of a teacher being present at work all the time, the ability to work in collaboration with learners, parents and community as well as colleagues and supervisors, punctuality and a teacher being able to lead others. The other indicators of performance include class management, lesson planning and teaching, consistent assessment of learners producing good results, and syllabus coverage (Republic of Zambia,2013).

1.4 Research Objectives

1.4.1 General Objective

The general objective of this research is to examine environmental factors affecting the performance of teachers in public secondary schools in Lusaka District.

1.4.2 Specific Objectives

1. To establish physical environmental factors affecting the performance of teachers in public secondary schools in Lusaka District.
2. To examine social environmental factors affecting the performance of teachers in public secondary schools in Lusaka District.

1.5 Significance of the Research

This research has provided information on environmental factors affecting the performance of teachers in public secondary schools in Lusaka. The study has added to the existing literature on the relationship between work environment and teacher performance. It will provide new insights into how specific factors such as school leadership, infrastructure and other resources available to teachers affect teacher performance.

The findings have provided information to policy makers by providing evidence-based recommendations for improving the work environment in Public secondary schools in Zambia and specifically in Lusaka District. Policymakers and educators will be able to use the information to create and support programs that support better teaching and learning outcomes.

At school level, the information provided in the research will help educators and school leaders to create work environments that supports teacher success. This can lead to improved teacher performance, better student outcomes, and ultimately, a more effective educational system.

Teachers and learners may also benefit from improved environments once recommendations from the study are implemented by the government. Finally, this study is also important as it might contribute to the literature on work environment and performance improvement in places of work in Zambia.

1.6 Conceptual framework

The conceptual framework of the environmental factors that affect teachers' performance is presented in figure 1.6.1

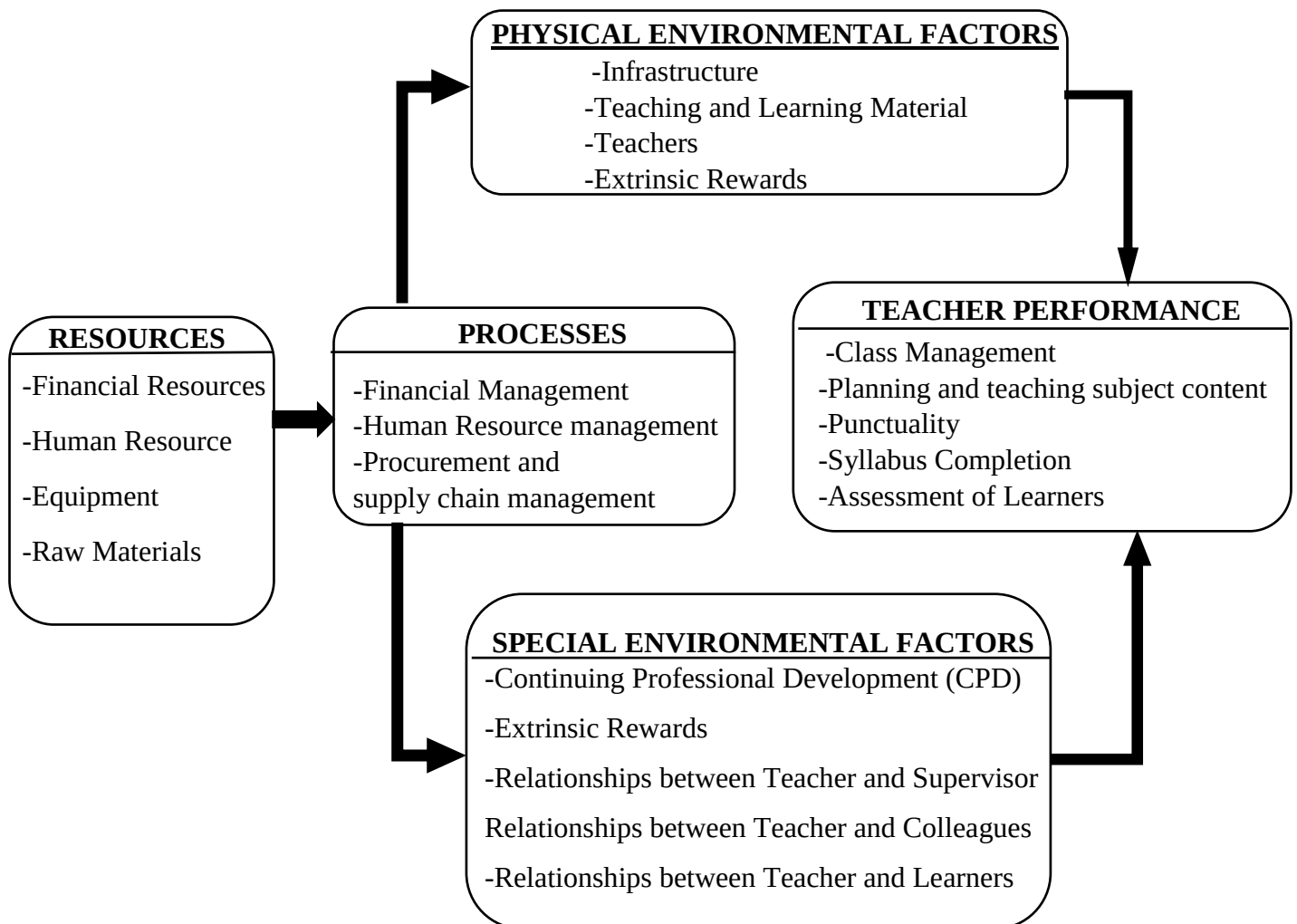


Figure 1.6.1 A model of the conceptual framework of the environmental factors that affect teachers' performance

Source: Authors' illustration

There is need for resources to be available to improve the work environment for teachers. Resources in this case are financial resources, human resources, equipment and raw materials. The financial resources include money that schools receive to enable them to run their institutions and in Zambia it is given through school grants. Human resources include teachers, ancillary workers and other workers that are in charge of running the affairs of secondary schools. Equipment and raw materials make up the equipment such as

transportation, tools, materials that help in creating and smooth running of a secondary school (Republic of Zambia,1996). In order for a work environment to be created and maintained, there is need to have processes that facilitate the utilisation of resources. The processes include; Financial management, human resource management and procurement and supply chain management. These processes are in existence in schools to ensure that the schools are applying the given resources correctly. It is through these processes that the work environment is created.

The work environment is the surrounding within which a teacher works. It is made up of the physical and social environments. Physical work environmental factors include; infrastructure (class rooms, laboratories, libraries and offices), teaching and learning materials (teaching models, charts, books, stationery and projectors) and information communication technologies such as computers and internet facilities. On the other hand, social environmental factors include the relationships that exist between a teacher and supervisors, a teacher and colleagues, and with learners.

Teacher Performance is an ability to produce results in established key performance areas. A teacher's performance can be seen in their approach towards work, their reporting time and how prepared they may be towards lesson delivery. Teacher performance can be seen through their time of stay in the school, how they cover the teaching syllabus and whether their learners pass or fail (Kanya, 2021).

It is argued that schools that are able to create and offer a safe, pleasant and supportive work environment have the ability to attract and retain good teachers and motivate them to do their best (US Department of Education,1996). The relationship that exists among the concepts in figure 1.6.1 is that the work environment may affects teachers' performance positively or negatively. For example, when the office size is small, a teacher may feel constrained and wish to spend less time in the office, which may cause inadequate preparation of lessons. On the other hand, large office sizes may be more conducive for teachers in their work and may encourage them to spend more time in their office preparing lessons for them to teach effectively (Shwandi,2017). Similarly, the availability of teaching and learning materials is likely to improve the quality of teaching. For example, a teacher with stationery, teaching aids, charts and whiteboard markers will be better equipped and well-motivated to plan their lessons to enhance teaching. Access to resources, such as textbooks and ICT facilities, is key in searching for information for teachers and learners. Further, the availability of textbooks

will allow teachers to reduce the time of writing notes on the chalkboard since learners will be provided with textbooks for reference and to make their notes. This will consequently affect teachers' performance by ensuring that teaching targets and syllabi are covered within the required time.

Physical work environment such as class size may also affect teachers' quality of teaching because when the number of learners in a class is big, a teacher may not be able to attend to them on personalised issues. Whereas when the class size is small, the teacher may attend to learners who may not understand concepts in class at the same pace as their classmates. The availability of well-equipped laboratories may affect the achievement of teaching targets by allowing teachers to demonstrate experiments to the learners appropriately. In contrast, the opposite may lead to failure to teach appropriately (Esuha,2007). Well-stocked libraries may allow learners to research class assignments given to them by their teachers. This will, in turn, make teachers effective in achieving their teaching targets.

Information communication technologies such as the availability of computers, cell phones or tablet computers where teachers can type their teaching work will enhance the quality of teaching. Teachers will be able to send assignments to their learners and mark these assignments virtually on time. The availability of projectors and the internet will affect the achievement of targets by allowing teachers to cover their work faster than when using the chalkboard or whiteboard. The internet will help teachers further research topics that may not be clearly explained in textbooks. Visual aids and simulations will be shown to learners using overhead projectors.

The social environment may affect teacher performance by improving teachers' attitude towards work which may contribute to the availability and punctuality of teachers at work. When the relationship between the head and teachers is good, it may motivate teachers to work hard while completing their set targets and covering the syllabus. This shows that administrators will show support to the teachers. Equally, when the relationship of teachers among them is good, their presence at work will be assured, thereby improving their quality of teaching, achievement of teaching targets and completion of the syllabus (Masoom,2021). When the relationship between learners and their teachers is good, there is a likelihood that their quality of learning will be improved, which may, in turn, improve their pass rate. A good relationship between the teachers and the learners also means that discipline levels in schools

will be seen in learners who will allow teachers to teach their learners without worries of truancy in their learners.

1.7 Structure of the Dissertation

This dissertation is divided into six chapters. Chapter 1 is the introduction. This chapter presents the background to the research, the statement of the problem, the general and specific objectives, the research questions, the significance of the research and the conceptual framework. The conceptual framework is followed by presentation of the structure of the Dissertation and the chapter ends with a conclusion.

Chapter 2 begins with the introduction, then, reviews literature on physical environmental factors that affect the performance of teachers in secondary schools and social environmental factors that affect the performance of teachers in secondary schools. The chapter then presents the lessons drawn from the reviewed literature and the gaps identified from the literature. The chapter ends with a conclusion.

Chapter 3 presents the methodology used to conduct the research. Specifically, the chapter starts with the introduction, the type of research and the location of the research. In addition, it presents the research approach, research design, sources of data, sample size, sampling methods, data collection methods, reliability of data and validity of data. The chapter further discuss data analysis techniques, ethics applied when conducting the research and the limitations of the research. The chapter ends with a conclusion.

Chapter 4 presents physical environmental factors that affect teacher performance in secondary schools. The chapter specifically examines the physical environmental factors that positively and negatively affect teacher performance in public secondary schools. The chapter ends with a conclusion.

Chapter 5 presents social environmental factors that affect teacher performance in secondary schools. The chapter specifically examines the social environmental factors that positively and negatively affect teacher performance in public secondary schools. The chapter ends with a conclusion.

Chapter 6 presents a summary of the conclusions and recommendations of the dissertation.

1.8 Conclusion

The chapter introduced the dissertation and the background of the research. It has also stated the research problem. Then it presented the objectives of the research, significance of the research and the conceptual framework. The chapter then presents the structure of the dissertation and ends with a conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on environmental factors affecting the performance of teachers in public secondary schools. In order to achieve its purpose, the chapter begins by reviewing literature on physical environmental factors affecting performance of teachers in public secondary schools. Thereafter, the chapter reviews literature on social environmental factors affecting teachers' performance in public secondary schools and other related literature. The chapter will then discuss lessons drawn from the literature. Then, the chapter will identify the gaps in the literature. Finally, a conclusion will be given.

2.2 Literature on physical environmental factors affecting the performance of teachers in public secondary schools

There is no specific literature on physical environmental factors affecting the performance of teachers in public secondary schools in Zambia. However, lessons can be drawn from studies conducted on physical factors affecting teachers in general. Shwandi (2017) in her research discusses the experiences and challenges faced by teachers and learners of large classes in selected secondary schools in Zambia. The study adopted a qualitative approach that utilised a descriptive survey design and collected data through focus groups. The study was conducted from Lusaka and data was collected from administrators, teachers and learners. The findings of the study were that teachers who handled large numbers of learners experienced stress. As a result, these teachers were not able to complete marking books for learners. The study further argues that this led to poor performance of both learners and teachers.

In their journal article Kakupa et al. (2020) discuss the link between teacher effectiveness and school performance in secondary schools. They discuss the characteristics and practices of teachers in low and high-performing day-secondary schools while focusing on the major hindrances to teacher effectiveness in these schools. The article indicates that the study was qualitative in nature which used multiple case studies. The study was conducted in four secondary schools of Western province in Zambia. Data was collected from headteachers, teachers and learners. The article reveals that schools in rural areas had poor physical

environment. The article brings out the poor environmental factors as poor infrastructure, poor conditions of service, and lack of teaching and learning materials. Because of this kind of environment, teachers were dissatisfied with their job.

A research report by Wales et al. (2016) on the political economy of poor learning in three provinces in Zambia. The three provinces where the study was conducted were Southern, North-western and Copperbelt provinces. The study used a mixed methods research approach. The data were collected from teachers, head teachers and community stakeholders. The findings of the study were that poor performance of teachers was attributed to poor salaries and poor working conditions. The study also found that teachers were dissatisfied with the systems for performance evaluation, target setting and rewards.

In a journal article by Kasule (2015) highlighted the impact of work environment on academic staff job performance at a university in Uganda. The article presents a case study of a of Kyambongo University. Data were collected through a questionnaire administered to academic staff and analysed using descriptive statistics and Pearson's correlation coefficient test. The findings show that work environment affect the job performance of Dons. The findings also show that the dons were not happy with the physical facilities such as equipment and working spaces for academic staff at Kyambongo university. In addition, the findings indicate that they were not happy with the ICT facilities at the university.

In a master's dissertation, Songoni (2017) discuss the influence of the work environment on teachers' performance in public secondary schools in Bugoma, Kenya. The study was a descriptive survey design with data collected from public secondary school teachers in Bugoma. The study analysed using descriptive statistics for quantitative data. The findings of the study were that extrinsic reward programs positively influenced teacher performance. The findings show that secondary schools in Bugoma had sufficient physical work environment, infrastructure and ICT facilities. The findings further suggests that the presence of good physical work environment, ICT facilities and infrastructure influence the performance of teachers positively.

Ndambo et al (2021) in a journal article discussed a study conducted on the effects of availability of teaching and learning resources on teacher performance in public secondary schools in Kenya. The study was conducted on secondary teachers and principals in Kitui county. The study used a mixed methods approach and descriptive survey research design to reveal and measure the opinion of teachers. Purposive and random sampling was used to

select principals and teachers. Data was collected using Questionnaires for teachers, interview schedules for principals and document analysis. Data was analysed qualitatively and quantitatively using Pearson correlation moment to test the questionnaire, Analysis of variance (ANOVA) and multiple regression. The findings of the study were that the influence of availability of teaching/ learning resources such as teacher use of child centred methods while teaching, teachers used demonstration during subject delivery and teacher use of functional project had an effect on teacher's performance. However, the study also established that there is no statistically significant relationship between teaching/learning resources and teacher performance.

In a journal article Nakpodia (2011) discuss the work environment and productivity among primary school teachers in Nigeria. The article examines the influence of the work environment and its relationship to primary school teachers' productivity. Three different types of work environments were highlighted, and these include good work environment, moderate work environment and poor work environment. According to Nakpodia (2011), teachers with a good working environment are highly likely to be productive compared to the ones in middle and poor environments. Furthermore, primary school teachers in Nigeria are said to be unhappy with their environments which highly affects their levels of productivity. The article presents the physical environment as one that includes infrastructural facilities such as school building, staff offices, laboratories, libraries and conveniences for staff. Nakpodia argues that when the above are in good conditions, teachers' attitudes towards their job will be influenced positively.

Eusha (2007) conducted research on work environment and performance of teachers in Masinga Girl's Secondary School in Kenya. The objectives of the study were to determine the factors within the work environment of teachers and how they related to their performance. Self-administered questionnaires were used and the hypothesis was verified by Pearson Product Correlation Coefficient. The study findings show that when teachers perceive negatively their work environment, their performance is also negative. The research findings also argue that teachers need to be provided with good working conditions, facilities and resources.

In their journal article Hasbay and Altindag (2018), discuss a study that they conducted on factors that affect the performance of teachers working in secondary-level education in Turkey. They investigated factors such as wages, working environment and management to

see how they impacted on teacher performance. The study used survey questionnaires to collect data from teachers working in secondary schools. The data was analysed using SPSS and explanatory analysis was used to analyse qualitative data. Findings of the study indicate that wages and physical work environment affect teachers' performance.

In their journal article Nizamettin and Bekir (2014) discuss the study on the impact of number of students per teacher on student achievement. The study was conducted in Turkey. The goal of the study was to identify if there was a significant correlation between number of students per teacher and students' achievement. In the study, the data for the number of students per teacher was obtained by dividing the total number of students in high schools by the total number of teachers in high schools in every city of Turkey. The data for students' achievement was based on each city's achievement ranking on Turkey's Transition to Higher Education Exam. The study used Spearman Rho's analysis to determine if there was a correlation between the variables. The findings of the analysis showed that there was a significant correlation of $-.561$. This moderate negative correlation between the student teacher ratio and achievement revealed that the cities with greater number of students per teacher had a low achievement on Turkey's Transition to Higher Education Exam. The findings further show that larger class sizes deprived teachers an opportunity to spend more time with each student more directly which affected learning and academic success.

US Department of Education (1996) booklet highlights the Teachers' working conditions. It highlights the conditions within which a teacher should work. It argues that to deliver high quality education, schools must attract, develop and retain effective teachers. Large class sizes or disruptive students, for example, can make both teaching and learning difficult. It further, advocates that quality education can only be attained by hiring well qualified teachers while improving their skills to stay current in their fields. This in turn helps to contribute to higher teacher morale and lower attrition.

2.3 Literature on social environmental affecting the performance of teachers in public secondary schools

There is no specific literature on social environmental factors affecting the performance of teachers in public secondary schools in Zambia. However, lessons can be drawn from studies conducted on social factors affecting teachers' performance in general. Shwandi (2017) in her research discusses the experiences and challenges faced by teachers and learners of large

classes in selected secondary schools in Zambia. The study adopted a qualitative approach that utilised a descriptive survey design and collected data through focus groups. The study adopted a qualitative approach that utilised a descriptive survey design and collected data through focus groups. The study was conducted from Lusaka and data was collected from administrators, teachers and learners. The findings of the study were that teachers used teacher centred teaching methodology.

In their journal article Kakupa et al. (2020) discuss the link between teacher effectiveness and school performance in secondary schools. They discuss the characteristics and practices of teachers in low and high-performing day-secondary schools while focusing on the major hindrances to teacher effectiveness in these schools. The study was qualitative in nature which used multiple case studies. The study was conducted in four secondary schools of Western province in Zambia. Data was collected from headteachers, teachers and learners. The article reveals that teacher absenteeism negatively affects the performance of teachers. This, in turn, negatively affects the performance of learners.

In a journal article Maseka and Kabeta (2019) discuss the effect of the Headteachers' leadership styles on teacher performance in selected Mission and Public Secondary schools in Muchinga Province of Zambia. The sample size was 207. The study adopted a descriptive study design and a qualitative approach by engaging various stakeholders individually and in groups through in-depth interviews and focus group discussions. Simple random sampling was used to select the public secondary schools and the mission schools were selected purposive sampling because there were only two mission secondary schools. The findings of the study revealed that there is a relationship between head teachers' leadership style and teachers' performance in a given institution. The findings of the study further indicate that, headteachers in the selected public secondary schools were found to be using democratic and autocratic. On the other hand, the findings revealed that mission secondary schools use a wide range of leadership styles among them, democratic, transformational, and autocratic.

In a journal article by Kasule (2015) highlighted the impact of work environment on academic staff job performance at a university in Uganda. The article presents an explorative case study of Kyambongo University. Data were collected through a questionnaire administered to academic staff and analysed using descriptive statistics and Pearson's correlation coefficient test. The findings show that work environment affect the job performance of Dons. Findings

show that Dons experienced low rewards/incentives, workload stress and unfavourable administrative policies

In a master's dissertation, Sogoni (2017) discuss the influence of the work environment on teachers' performance in public secondary schools in Bugoma, Kenya. The study was a descriptive survey design with data collected from public secondary school teachers in Bugoma. The study analysed using descriptive statistics for quantitative data. The findings of the study were that intrinsic reward programs positively influenced teacher performance to a larger extent. The study further shows that leadership styles and information flow were present in schools studied. In addition, it argues that leadership styles and information flow influenced teacher performance to a greater extent.

In a journal article Nakpodia (2011) discuss the work environment and productivity among primary school teachers in Nigeria. The article examines the influence of the work environment and its relationship to primary school teachers' productivity. Three different types of work environments were highlighted, and these include good work environment, moderate work environment and poor work environment. According to Nakpodia (2011), teachers with a good working environment are highly likely to be productive compared to the ones in middle and poor environments. Furthermore, primary school teachers in Nigeria are said to be unhappy with their environments which highly affects their levels of productivity. The article presents the human environment as one that includes the relationship that teachers have with colleagues, administrators or supervisors. Nakpodia argues that when the above are in good conditions, teachers' attitudes towards their job will be influenced positively. In addition, the relationships between teachers and politicians, and teachers with community members.

In their journal article Hasbay and Altindag (2018), discuss a study that they conducted on factors that affect the performance of teachers working in secondary-level education in Turkey. They investigated factors such as wages, working environment and management to see how they impacted on teacher performance. The study used survey questionnaires to collect data from teachers working in secondary schools. The data was analysed using SPSS and explanatory analysis was used to analyse qualitative data. Findings of the study indicate that managerial factors affect teachers' performance to a greater extent.

Nambuswa and Kiberenge (2016) in a journal article present the effects of the work environment on Employees Performance at Teachers Service Commission in Kenya. The

study adopted a descriptive research design. The data for this research was collected from members of staff of the Teaching Service Commission. Data analysis was done both qualitatively and quantitatively. The findings were that good leadership style enhances a good relationship between supervisors and employees. Nambuswa and Kimberenge argue that open door policy embraced by leaders and bosses made employees to be freer with their supervisors.

Eusha (2007) conducted research on work environment and performance of teachers in Masinga Girl's Secondary School in Kenya. The objectives of the study were to determine the factors within the work environment of teachers and how they related to their performance. Self-administered questionnaires were used and the hypothesis was verified by Pearson Product Correlation Coefficient. The study findings show that when teachers perceive negatively their work environment, their performance is also negative. The research findings also argue that teachers need to be motivated and provided with good communication.

Masoom(2021) studied the teacher's perception of their work environment in primary and secondary schools in Bangladesh. The objective of the research was to establish which of the factors and the elements of those factors that teachers perceived as constituting the conducive and toxic environment. The research further outlines the effects of years of experience and the level of teaching on the specified factors. Quantitative-based cross-sectional survey to analyse teachers' perceptions of their work environment was used. The findings reveal that workgroup encouragement, particularly having good relations with the principal was the most important factor in the conducive environment of the school. The finding of this study further argues that positive behaviour that helps teachers to avoid conflict and ensuring fairness was the most important aspect of organizational encouragement. The findings also review that teacher's performance was interrupted by disruptive and violent learners.

A journal article by Muhammad et al. (2015) discusses the relationship between the work environment and teachers' job satisfaction in a private business university in Pakistan. Data was collected using questionnaires from teachers. Analysis of data was done using SPSS. Findings show that there is a positive and strong relationship between work environment and teachers' job satisfaction. The article indicates that work environment includes freedom, involvement of teachers, co-workers and employee relationships that may affect a teacher's satisfaction. Employee relationships were argued to be the most crucial factor in a work environment in private universities.

In his PhD thesis Mohammad (2010) discuss factors affecting the performance of teachers at higher secondary level in Pakistan. The main objective of the study was to measure and summarize the perceptions of principals, teachers and students about the factors that affect the performance of teachers at higher secondary level. The study was descriptive in nature. Data was collected using closed ended questionnaires from teachers and principals in higher level secondary schools in Punjab. The data was analysed using statistical package ANOVA. The findings were that subject mastery and teachers' attitude towards learners affected teacher's performance.

In a journal article Nita et al. (2021) discussed the study on factors affecting teacher performance. The study aimed to see whether there was an influence of school principal leadership, organizational culture, and teacher competence on teacher performance. The study further aimed to see how much influence these factors had on teacher performance either partially or simultaneously. The study used a quantitative approach with survey methods. Analysis of the data used was multiple regression. Data was collected from teachers in Bandung high school. Findings of this study showed that there was a significant influence on the school principal leadership variables, organizational culture, and teacher competence on teacher performance.

2.4 Other literature on environmental factors affecting workers in general

In her Masters' dissertation, Bushiri (2014) researched the impact of the work environment on employees' performance in Tanzania. The research targeted senior and junior human resource officers at the institute of finance management. The findings were that flexibility of the working environment, work noise distraction, supervisor's interpersonal relationship with subordinates, job aid, performance feedback and work incentives had effects on employees' performance. The results further revealed that effective organisational communication promotes productivity. Bushiri(2014) argues that if the above conditions are not properly handled, they may affect employee performance negatively.

A master's dissertation by Oswald (2010) researched on the effect of the working environment on workers performance in reproductive and child health in Tanzania. The findings of this study reveal that the work environment elements significantly affected the performance of health providers in the reproductive and child health care unit. The results further show that the presence of office building, availability of equipment and availability of drugs affected the

performance of workers. Other factors of the environment such as noise, distraction, work interaction and privacy were not considered necessary by employees. Oswald's (2010) research is significant to this study because it outlines some of the environmental factors that affect the employees at a workplace. It also distinguishes between the essential factors of the environment, such as availability of equipment, drugs and the presence of office building, and the environment.

A journal article by Mendis (2016) discusses workplace design and job performance on operational-level employees at the apparel industry in Sri Lanka. The research established that there was a significant relationship between workplace layout, ventilation, lighting establishment of equipment and thermal comfort and job performance of employees. Furthermore, the research findings give evidence that good workplace layout, ventilation, lighting, establishment of equipment and thermal comfort leads to increased job performance of operational-level employees. Mendis (2016) argues that there is a direct relationship between workplace design and job performance. He further shows that there is a strong correlation between elements of workplace design and job performance of employees.

Massoudi and Hamdi (2017) in their journal article titled "the consequence work environment on employees' productivity" in Iraq, discuss the physical and psychological environments on employees working for foreign Banks. Their findings indicate a relationship between the office environment and the productivity of employees. They also reveal that the behavioural components of the office environment have a more significant effect on productivity than the physical components alone.

2.5 Lessons drawn from the literature

The reviewed literature shows that there are physical environmental factors that positively affect the performance of teachers. These are smaller class sizes, good working conditions, extrinsic rewards, infrastructural facilities such as school buildings, staff offices, laboratories, libraries and conveniences for staff and presence of enough teachers (Nakpodia, 2011; Shwandi, 2017; US Department of Education, 1996). The literature also shows that there are physical environmental factors that negatively affect the performance of teachers. These are large class sizes, poor salaries, poor conditions of work, poor infrastructure, and poor ICT facilities (Eusha, 2007; Kakupa et al., 2020; Namuswa and Kimberenge, 2018; Hasbay and Altindag, 2018; Kasule, 2015; Sogoni, 2017)

In addition, the literature reveals that there are social environmental factors that positively affect the performance of teachers. These are leadership styles, the relationship that teachers have with colleagues, administrators or supervisors, intrinsic rewards, organisational culture and teacher incentives. Freedom and involvement of teachers were also social environmental factors that positively influence teacher performance (Kakupa et al. 2020; Kasule, 2015; Sogoni, 2017; Nita et al. 2020, Mohammad, 2010)

Furthermore, the literature indicates that there are social environmental factors that negatively affect the performance of teachers. These are disruptive and violent learners, poor subject mastery, and poor work conditions (US Department of education, 1996; Mohammad et al. 2015; Masoom, 2021).

The literature on general studies reveal that the work environment is a very important aspect of every organisation. Environmental factors have a chance to affect productivity, job satisfaction and performance depending on the state in which they are managed (Hamdi 2017; Mendis 2016; Oswald 2010; Bushiri 2014)

2.6 Gaps in the Literature

The reviewed literature has three major gaps. First, there is no specific literature on environmental factors affecting the performance of teachers in public schools in Zambia. Second, the literature on environmental factors affecting the performance of teachers in general is predominantly from studies conducted in secondary schools. Third, these studies were mainly conducted in rural areas rather than urban areas.

2.7 Conclusion

This chapter has reviewed literature on physical environmental factors that affect the performance of teachers. It has further reviewed literature on social environmental factors that affect teachers' performance and other literature on environmental factors affecting performance have been reviewed. From the literature reviewed, some lessons have been identified. The lessons include physical and social environmental factors that lead to poor performance of teachers both physically and socially. However, the literature reviewed also identified some gaps. These gaps include having no specific research done in Zambia on the environmental factors affecting teachers' performance in public secondary schools. Further, literature shows that most of the studies were conducted in rural districts. This is the gap this research attempts to fill by focusing on secondary schools in Lusaka district.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to present the methodology used to conduct the research. To achieve this purpose, the chapter is segmented into 15 sections. These are introduction, type of research, location of the research, research approach, research design, sources of data, population and sample size, sampling methods, methods of data collection, reliability of data, validity of data, data analysis techniques, research ethics, limitations of the research and conclusion.

3.2 Type of Research

The research was explanatory in nature. Explanatory research is carried out to discover and report some relationships among different aspects of a phenomenon under study (Boru, 2018). In this research, the relationship of variables that was examined involves the effect of work environmental factors on teachers' performance. Work environmental factors were put in two categories. These are physical and social environmental factors. Physical environmental factors were measured in terms of infrastructure, teaching and learning materials, extrinsic rewards and teachers. For social environmental factors, they were measured in terms of continuing professional development, intrinsic rewards, relationships between teachers and supervisor, teachers and colleagues, and relationships between teachers and learners. In the case of teacher performance, it was measured in terms of class management, planning and teaching of subject content, punctuality, syllabi coverage and assessment of learners. Explanatory research was chosen because it helps to explain quantitative data results in more detail with qualitative research (Creswell, 2014). In this regard, the research attempted to explain the effect of physical and social environmental factors on the performance of teachers in public secondary schools.

3.3 Location of the Research

The research was confined to four public secondary schools in Lusaka district, namely, Arakan Girls, Munali Boys, David Kaunda and Munali Girls Secondary Schools. First, Lusaka district was chosen because it is the district within the capital city of Zambia with a variety of public secondary schools to choose from. Lusaka district has more than 30 secondary schools which are ranked differently. For example, there are technical schools, girls' and boys' schools. Lusaka has also been selected in order for the researcher to gain an

understanding of the work environment of the urban public secondary schools. A sample of four schools was chosen because it was large enough to provide insights into the effect of environmental factors on the performance of teachers in public secondary schools. The selection of the four schools was done in such a way that two schools that were near each other were chosen in a zone. Based on this principle, Munali Boys and Munali Girls secondary schools were picked from one zone while David Kaunda and Arakan Girls secondary schools were picked from another zone. The details of the chosen schools are presented below.

3.3.1 David Kaunda Technical Secondary School

David Kaunda secondary school was founded in 1934 as Hodgson Training School by students. The school was named after Zambia's first republican president Dr. David Kaunda in 1965 when it started offering secondary education. It started as a boys' school until 1993 when the school enrolled the first intake of girls. Since then, the school has run as a co-educational boarding school. The school transitioned to a national technical school in 1999. The total population of David Kaunda secondary is currently 964 learners (236 girls and 728 boys) with 74 teachers (36 females and 38 males). David Kaunda secondary school has over time been ranked as one of the best state-owned schools in Zambia. However, the school still performs much lower than some of the privately owned and grant-aided institutions in Lusaka (Republic of Zambia, 2017). David Kaunda Secondary school was transitioned into a Science Technology, Engineering and Mathematics school (STEM) in December 2019 (Republic of Zambia, 2020).

3.3.2 Arakan Girls Secondary School

Arakan Girls Secondary School is a girls' secondary school serving grades 8-12 located in the city of Lusaka. The school was established in 1985 and is divided into two sections, the girls' school and the boys' school. It operates on a mission to offer the highest levels of educational excellence conducive to preparing learners for the responsibilities of adulthood (Arakan girls Secondary School Profile, 2018). The total population of Arakan Girls Secondary School is at 1200 learners with 240 junior secondary learners and 960 senior secondary learners (Arakan girls Secondary School, Monthly Statistics for October 2019).

3.3.3 Munali Boys Secondary School

Munali Boys Secondary School started as a trade school in 1938 until when it was changed to a secondary school in 1947. The school was the first ever, state-funded secondary school

where native Zambians could attain their education from. In the early years of its inception, the school had European teachers and today indigenous teachers are responsible for running the school. Munali Boys Secondary School has learners from grade eight to grade twelve. There are basically three streams of learners at Munali Boys Secondary School, these include morning, afternoon and distance education learners. These learners report at different times due to lack of adequate infrastructure in terms of classrooms. The school population is 2000 learners (500 junior secondary learners and 1500 senior secondary learners) and has 98 teachers (40 male teachers and 58 female teachers) (Munali Boys Secondary School, Monthly returns statistics for 2019).

3.3.4 Munali Girls Secondary School

The school was opened in 2001 as a junior high school. It is located along the Great East Road in the Kaunda square zone in Lusaka city. The school now runs a fully-fledged secondary school from grade eight to grade twelve. Munali Girls Secondary School was separated from the boys' school for administrative convenience since Munali Secondary School had become too big to be managed by one head teacher at the introduction of female learners in the school. To that effect the school was given the former boarding houses for Munali Boys Secondary to use for their administrative offices and classrooms. The school population currently stands at 2200 for regular learners and 200 physically challenged learners. The total number of the teaching staff is 112 (49 male teachers and 63 female teachers). The school ranks the lowest performing school in the Lusaka district in senior secondary school with its' pass rate standing at 46% (Republic of Zambia, 2017).

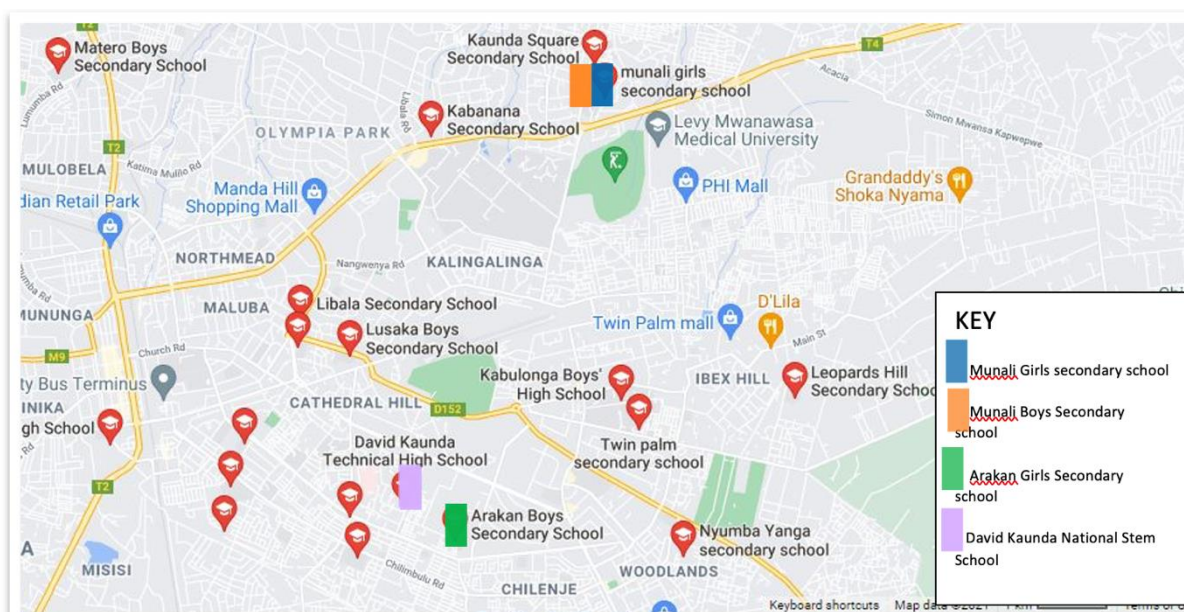


Figure 3.3.1: Map for secondary schools in Lusaka

Source: www.google.com/maps

3.4 Research Approach

This research used a mixed methods approach. A mixed methods research approach uses both qualitative and quantitative approaches when collecting and analysing data in order to comprehend a particular research problem (Creswell and Clark, 2011). On the one hand, the qualitative approach focused on collecting in-depth information on the effect of the work environment on the performance of teachers. On the other hand, the quantitative approach focused on collecting quantifiable data, that is, data that can be transformed into numbers, percentages and/or frequencies. Through this approach, statistical data on the effect of the work environment on teacher performance in public secondary schools were collected. The mixed methods approach was chosen so that the inadequacies of one approach are complemented by the positive aspects of the other approach.

3.5 Research Design

The research used a non-experimental design. A non-experimental design involves carrying out a study in a natural setting and observing phenomena as they occur (Christa and Gisela, 2006). The specific type of non-experimental design used in this research was a case study. A case study design involves gathering detailed information of a specific subject like a group, a place, organisation or a phenomenon (Shona, 2019). In this regard, the research was a case study of Arakan Girls, Munali Boys, David Kaunda, and Munali Girls Secondary Schools. A case study design was chosen as it allows a researcher to get detailed information about an organisation or a unit of study and its interaction with the environment (Madimutsa, 2019). Based on this design, the research was able to collect detailed information about the interaction of teachers with the school environment where they work from and how this environment affects their performance. The research was conducted between April, 2021 and October 2021.

3.6 Sources of Data

The research obtained data from primary sources. Primary data is first hand data that has never been documented and is collected from original sources in research. Ajayi, (2017) asserts that primary data gives a better understanding of the research problem because it comes from the concerned and reliable respondents, therefore, this is considered to be original data. This type of data was obtained from head teachers, heads of departments, teachers and

learners from the four selected schools and these are; Arakan Girls, Munali Boys, David Kaunda and Munali Girls secondary schools. The idea for collecting this type of data was to have an in-depth understanding of how the work environment affects the performance of teachers in public secondary schools.

3.7 Population and Sample Size

The target population of the research was 6750 (6364 learners, 338 teachers and 48 key informants). It is from this target population that a sample of 232 was selected. This sample was made up of 12 key informants, 40 teachers and 180 learners. The key informants included head teachers from all the four schools and Heads of Department (HODs). A sample of 12 key informants was chosen because it was large enough to provide insightful qualitative data on the effects of work environment on teachers' performance. A research sample size for qualitative research does not need to be big because participants are purposefully chosen. A sample can be between three and thirty participants (Creswell, 2018). In addition, a sample of 40 teachers was large enough to provide insightful quantitative data on the effects of the work environment on teachers' performance. Furthermore, a sample of 180 learners was large enough to provide insightful data on the performance of teachers in public secondary schools.

3.8 Sampling Methods

Purposive sampling was used to select key informants. Purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest. This ensures that only those who are willing to provide the information by virtue of their knowledge and experience are picked (Tongco, 2007). School administrators were chosen because of their positions that comes with knowledge and experience on environmental factors and teacher's performance.

Multi-stage sampling was used to select a sample of teachers and learners. Multi-stage sampling involves the use of two or more probability sampling methods when coming up with a sample (Datta, 2018). It also means that the sampling process is done in stages. The methods that were used in this research during multi-stage sampling were systematic and convenient sampling. When selecting a sample for teachers, systematic sampling was used by first grouping them according to their departments. Systematic sampling was chosen because it makes the sample spread evenly over a population making a balanced representation (Tarun et al., 2016). The second stage involved convenience sampling. Convenience sampling allowed

the teachers who were present in the department at the time of data collection to be part of the sample. Convenience sampling was chosen because it was difficult to have all the teachers in school because of the Covid 19 quarantine at the time of data collection.

Learners were also selected in stages. First, purposive sampling was used to choose one grade from the list of grades which the researcher was provided with. This was achieved by choosing grade 12 learners. Purposive sampling was used to choose grade twelve because of their longest stay in a school compared to other grades. Second, the researcher used stratified sampling to come up with classes for learners. This was achieved by choosing every second class from the list of grade 12 classes at each school. Systematic sampling was also used to sample the participants from each class by selecting every fifth learner in each class. Systematic sampling was used because it helps to create a sample which has a high level of precision (Gaille,2020).

3.9 Methods of Data Collection

Qualitative data was collected using semi-structured interviews, which were conducted with key informants in order to gain insights into the actual measures put in place to manage the work environment for teachers and the challenges faced. Semi-structured interview is an interview that contains a few predetermined questions but not limited to those questions. Semi-structured interviews allow the interviewer to ask additional questions arising from or relating to the answers given by the respondent (Adams, 2015). The researcher interviewed all the key informants. A questionnaire was used to obtain quantitative data from teachers and learners. A questionnaire is a data collection instrument with a series of questions designed for a purpose of gathering information from respondents (Abawi, 2013). Apart from allowing the collection of both significant subjective and objective data in a large sample, a questionnaire is a good tool to protect the privacy of the participants and collect quantifiable data (Abawi,2013).

3.10 Reliability of the Data

This research used internal consistency to measure the reliability of data. Internal consistency indicates whether items on tests that are intended to measure the same construct produce the same results (Babenko, 2014). It is also the extent to which a group of items measures the same construct, as evidenced by how well they vary together or interrelate (Babenko, 2017). Internal consistency was chosen because it is conducted within the same time when collecting data. This makes it easier to measure consistency (Taherdoost, 2016). To ensure consistency,

this research asked logically related questions and the answers were checked for their logical relationship with the corresponding questions.

3.11 Validity of the Data

This research used content validity to ensure the validity of both qualitative and quantitative data. Validity is the measure of how well the collected data covers the actual area of investigation (Marsh, 2006). Therefore, the research instruments were carefully structured in order to incorporate the key aspects of the work environment and teacher performance. Components of the physical and social work environments were included in the research instruments. The physical environment covered office size, teaching and learning materials, science and ICT laboratories and libraries. The social work environment components included relationships that occur among teachers and their learners, teachers and their supervisors and teachers with their fellow teachers. Components of teacher performance covered in the research instrument included achievement of teaching targets, coverage of syllabus, punctuality and performance of learners in class.

3.12 Data Analysis Techniques

Quantitative data was analysed using a software called the Statistical Package for Social Sciences (SPSS). This software helped to generate figures, tables and graphs which were used to understand the results from the data collected. Qualitative data was analysed using narrative analysis. This method relies on the content of written or spoken words or visual representation of individuals (Marsh, 2006). Qualitative information was translated into major themes such as measures put in place to manage the work environment, challenges faced in the managing the work environment, level of teacher performance, work environmental factors that positively and negatively affect teacher performance.

3.13 Research Ethics

Ethical issues were upheld in the process of carrying out this research. Firstly, the research was conducted after proposal clearance by the University of Zambia ethics committee. Secondly, permission to collect data was sought from Lusaka District Education Board, management of Arakan Girls, Munali Boys, Munali Girls and David Kaunda Secondary Schools. Thirdly, participation in the research was voluntary, any need to decline in answering some questions was respected. Participants were allowed to withdraw participation whenever without being forced to continue with answering. This was ensured through informed consent which was employed when participants agreed to participate in the research.

Fourthly, the participants were given full information about the research and were allowed to seek clearance where there was a need. Fifthly, Confidentiality was observed highly by not indicating the personal identities of participants.

3.14 Limitations of the research

The following are the limitations of this research:

- The research was conducted during the period when there was a Covid-19 pandemic that affected data collection schedule. This caused school time tables to be altered to suit the recommended guidelines for learning. It affected the researcher since it was not possible to find respondents at the same time at any given school. However, the research was still conducted in various schedules that were given by the school administrators.
- It was difficult to collect data from some of the key informants such as head teachers who were busy with administrative work. However, the researcher made appropriate arrangements to suit their schedules and managed to capture the number that was required for the research.
- It was difficult to collect data from the elderly teachers because they were not willing to participate in the research.

3.15 Conclusion

This chapter has presented the methodology which was used when conducting this research. It began by introducing the chapter, the type of research and the location of the research. Further, an explanation of the research approach, research design and sources of data which were used in this research followed. In addition, the chapter looked at the research population and sample size, sampling methods, methods of data collection, reliability of data, validity of data, data analysis techniques and limitations of the research. The chapter closes with a conclusion.

CHAPTER 4

PHYSICAL WORK ENVIRONMENTAL FACTORS AFFECTING TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS

4.1 Introduction

The purpose of this chapter is to present and discuss findings relating to the first specific objective which reads: To establish physical environmental factors affecting the performance of teachers in public secondary schools in Lusaka District. To achieve this, the chapter has been divided into four sections. The first section being the introduction. The second section focuses on the physical environmental factors that positively affect teachers' performance in public secondary schools. The third section looks at the physical environmental factor that negatively affect teachers' performance in public secondary schools. The chapter will close with conclusion.

4.2 Physical environmental factors that positively affect teachers' performance in public secondary schools

The study results established that presence of adequate office size, adequate teaching materials, existence of stocked laboratories, stocked libraries and ICT facilities for teachers were the major physical environmental factors that contributed to good performance of teachers in secondary schools. Below is a detailed presentation of these factors.

4.2.1 Adequate office size

The research results show that the secondary schools sampled had offices for their teachers. These offices included personal offices, staff rooms and departmental offices. However, the sizes of the offices varied. The study established that most of the teachers had adequately sized offices at their workplaces. This was reported by 72.5 percent of 40 teachers. However, only 27.5 per cent of 40 teachers, as seen in Table 4.2.1, indicated that the size of their offices was not big enough. This implies that most of the teachers had enough office space to operate from.

Table 4.2.1 Office is big enough

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	13	32.5	32.5	32.5
Agree	16	40.0	40.0	72.5
Disagree	9	22.5	22.5	95.0
Strongly disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Findings from the teachers are about the office size are confirmed by Administrators and Heads of Departments. The Head Teacher at Munali Boys secondary school indicated that the school provided enough office space for the teachers to plan their work to ensure good performance. The findings of this research as seen in table 4.2.1 indicates that 72.5 percent of 40 teachers agreed or strongly agreed that their offices were big enough to allow them to work effectively. This is contrasted by 27.5 percent who disagreed or strongly disagreed to the same statement. These findings mean that presence of offices that are big enough to accommodate teachers have a positive influence on their performance.

This is supported by the response from the Head of the Natural Science Department at David Kaunda Secondary School who indicated that:

Our school has tried to provide space in offices for teachers to plan their lessons, our offices may not be very big but since teachers are not found in these departmental offices at the same time, they can all access them at different times. When meetings that require everyone are called, the staffroom is utilized.

Similarly, the Deputy Head Teacher at Arakan Girls Secondary School confirmed that the school had a staff room and departmental offices. He said that:

We have a staffroom and offices in different departments at this school.
Teachers are encouraged to work from these facilities to do their work.

Munali Girls Secondary School Guidance and Counselling Teacher also indicated that the school had a staffroom and offices where teachers prepared for their lessons. She said that:

As you have seen that I am working from this office, my colleagues and I have been using this office for our departmental meetings and for planning as well.....we also have a staffroom that allows teachers from all departments to use during working hours when they are preparing for the lessons they intend to teach.

These findings suggest that having adequately sized offices positively affect teachers' performance. These findings are consistent with the findings of Sharma (2016) who established that the comfort level of the office was considered more important than the office layout for the employees' physical environment. Sharma further argues that the physical conditions of the office made workers in a banking sector satisfied with their job. Adequately sized offices allow teachers to plan their work and conducted their meetings whenever required

4.2.2 Provision of Teaching and learning Materials

The teaching and learning materials that have been provided in public secondary schools include blackboards, pieces of chalk, charts, whiteboards, markers and stationery. The findings on the sufficiency of teaching and learning shows that teachers had sufficient teaching and learning materials. This was reported at 70 percent of 40 teachers while 30 percent indicated that the teaching and learning materials were not sufficient. Table 4.2.2 tabulates the findings as provided by the teachers. This means that most of the teachers have access to the necessary teaching materials which should help them perform their duties well.

Table 4.2.2 School has sufficient teaching materials to perform my job with less difficulty

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	13	32.5	32.5	32.5
Agree	15	37.5	37.5	70.0
Disagree	11	27.5	27.5	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

These teaching materials however vary from school to school. Some schools provide the bare basics of these materials while others go further to provide modern teaching materials such as white boards, white board markers and projectors, among others. The Deputy Head Teacher at David Kaunda Secondary school said that:

With the help of the school board and other partners we have been able to install whiteboards in most of our classrooms, we provide textbooks and other stationery requirements needed for teachers to plan their work adequately. The school also provides teachers with resources for practical subjects whenever there is need.

4.2.3 The existence of stocked science laboratories

The existence of stocked science laboratories was perceived to be a factor that positively affect teacher performance in public secondary schools. Table 4.2.3 shows the views of teachers on the presence of properly stocked science laboratories that support their experiments with less challenges. The findings indicate that those who agreed or strongly agreed that their schools had a well-stocked laboratory supporting their experiments were 26 out of 40 teachers (representing 65 percent). However, those that disagreed or strongly disagreed to the statement that their schools had well stocked laboratories to support their experiments were 14 out of 40 teachers (representing 35 percent). This finding means that the presence of stocked science laboratories has a positive effect on teachers' performance in secondary schools.

Table 4.2.3 Stocked science laboratory present to support my experiments without challenges

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	20.0	20.0	20.0
agree	18	45.0	45.0	65.0
disagree	10	25.0	25.0	90.0
strongly disagree	4	10.0	10.0	100.0
Total	40	100.0	100.0	

Learners were asked to state whether stocked laboratories made their teachers teach them to understand easily. The findings are presented in Table 4.2.4. On the one hand, the proportion of learners who agreed or strongly agreed with the statement that their school had a stocked science laboratory and at the same time agreeing to easily understanding lessons from their teachers was 82 out of 99 learners (representing 82.8 percent) compared to 17 out of 99 learners (representing 17.2 percent) who disagreed or strongly disagreed with the same statement. This confirms the results from teachers that having properly stocked laboratories positively affects performance of teachers in public secondary schools.

The findings also show that even though schools had libraries, some schools had inadequately stocked laboratories while others did not. This is evidenced in 81 percent of learners who disagreed that their school had stocked laboratories. In addition, 58 out of 81 learners (71.6 percent) who disagreed or strongly disagreed with the statement that their school had a stocked science laboratory indicated that it was easy for them to understand what their teachers were teaching. This is contrasted by 23 out of 81 learners (28.4 percent) who indicated that the inadequate laboratory stocks made it difficult for them to understand the lessons taught. From these findings, it can be argued that although properly stocked laboratories lead to good performance of teachers, their contribution in this regard is minimal. These findings are in line with Akanbi et al. (2018) who in their findings indicate that teachers who have access to science laboratory are able to demonstrate practical applications of

scientific concept to make students understand the subject matter. Therefore, the presence of stocked library has a positive effect on teachers' performance.

Table 4.2.4 Stocked Laboratory making it easy to understand lessons

School has stocked laboratory	Makes it easy to understand				Total
	Strongly agree	agree	Disagree	Strongly Disagree	
Strongly agree	8	9	1	1	19
Agree	27	38	7	8	80
Disagree	14	20	8	5	47
Strongly disagree	12	12	5	5	34
Total	61	79	21	19	180

4.2.4 Existence of a Stocked Library

The study established that the provision of a school library stocked with academic books necessary for research and enhancement of the learning process was one of the measures put in place to manage the work environment for teachers. Table 4.2.5 presents the findings on whether schools had stocked libraries for teachers to study and do their research. The finding shows that 20 out of 40 (representing 50 percent) teachers agreed or strongly agreed that their schools had stocked libraries that allowed them to study and prepare for lessons. On the other hand, 50 percent of the teachers disagreed or strongly disagreed that they had stocked libraries.

Table 4.2.5 Stocked library present for me to research

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly	4	10.0	10.0	10.0
agree	16	40.0	40.0	50.0
disagree	13	32.5	32.5	82.5
strongly disagree	7	17.5	17.5	100.0
Total	40	100.0	100.0	

In order to find out if stocked libraries affected performance of teachers, learners were asked to state their views on the relationship between a properly stocked school library and their ability to easily understand issues taught by the teacher. Table 4.2.6 indicates that the proportion of learners who agreed or strongly agreed with the statement that their schools had stocked libraries and at the same time agreeing to easily understanding lessons from their teachers was 77 out of 94 learners (representing 81 percent) compared to 17 out of 94 learners (representing 18 percent) who disagreed or strongly disagreed with the same statement. These findings mean that having properly stocked libraries affects the performance of teachers positively. These findings are consistent with Lance and Hofschre (2012) who argued that a library with a wider range of resources (well stocked) allow teachers to research and find better ways to teach resulting into improved student outcomes. In addition, a stocked library allows a teacher to collaborate with colleagues and engage in professional development

Table 4.2.6 Stocked School Library making it easy to understand

		Makes it easy to understand				Total
		Strongly agree	agree	Disagree	Strongly Disagree	
Stocked school library	Strongly agree	10	16	1	2	29
	Agree	28	23	9	5	65
	Disagree	9	22	7	3	41
	Strongly Disagree	14	18	4	9	45
	Total	61	79	21	19	180

4.2.5 The Existence of ICT Facilities

Provision of Information and Communication Technologies (ICTs) are among the measures put in place to manage the physical work environment in public secondary schools in Lusaka district. Projectors, computer laboratories, computers, and internet facilities are some of the ICT facilities that have been placed in the sampled secondary schools. Efforts have been made to provide ICTs in public secondary schools since the introduction of computer studies as a compulsory subject in schools. Table 4.2.7 shows the views of teachers on whether their schools provided ICT facilities to help teachers work effectively. Twenty-four (24) out of forty (40) teachers (representing 65percent) agreed or strongly agreed that their schools were provided ICT facilities that allowed them to perform their work effectively. On the other hand, fourteen (14) out of forty (40) teachers (representing 35 percent) disagreed or strongly disagreed. This shows that the presence of ICT facilities in secondary schools positively affect performance of teachers. This is illustrated by 65 percent of those who agreed that their schools had ICT facilities which helped them to work more effectively compared to 35 percent of those that disagreed or strongly disagreed.

Table 4.2.7 School provides ICT facilities to help teachers perform their work effectively

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	35.0	35.0	35.0
agree	12	30.0	30.0	65.0
disagree	10	25.0	25.0	90.0
strongly disagree	4	10.0	10.0	100.0
Total	40	100.0	100.0	

Head Teachers and Heads of department also confirmed that provision of Information and Communication Technologies (ICTs) was one of the measures put in place to manage the physical work environment in public secondary schools in Lusaka district. Projectors, computer laboratories, computers, and internet facilities are some of the ICT facilities that have been placed in the sampled secondary schools. The Head of Mathematics Department at David Kaunda indicated that the school provided ICT facilities for both the teachers and the learners. Munali Girls Secondary School Guidance and Counselling teacher said that the school had a well-equipped computer laboratory which was functional for both teachers and learners.

In addition, the views of learners on the relationship between the existence of ICT facilities and their ability to easily understand issues taught by the teacher are presented in figure 4.2.8. On the one hand, the proportion of learners who agreed or strongly agreed with the statement that their school had ICT facilities and at the same time agreeing to easily understanding lessons from their teachers was 53 out of 66 learners (representing 80.3 percent) compared to 13 out of 66 learners (representing 19.7 percent) who disagreed or strongly disagreed with the same statement. This means that the existence of ICT facilities positively affects the performance of teachers in public secondary schools. These findings are consistent with Asabere and Nyarko-Boateng (2018) who in their research found out that ICT facilities such as whiteboards, multimedia resources and educational software improves teacher

performance. They also indicate that the use of ICTs enhances the ability of a teacher to teach complex concepts.

Table 4.2. 8 Existence of ICT Facilities makes it easy to understand lesson

Existence of ICT Facilities	Makes it easy to understand				Total
	Strongly agree	agree	Disagree	Strongly Disagree	
Strongly agree	6	6	3	2	17
Agree	16	25	5	3	49
Disagree	28	27	7	3	65
Strongly Disagree	11	21	6	11	49
Total	61	79	21	19	180

4.3 Physical environmental factors that negatively affect teachers' performance in public secondary schools

The research results established that although it can be argued that the absence of most of the factors that positively affect teachers' performance may negatively affect their performance too, increased number of learners in class and lack of some teaching and learning materials were pointed out as the most common factors that negatively affect the performance of teachers in secondary schools. The details of these factors are presented and discussed below.

4.3.1 Increased Number of learners in class

Increased number of learners in class was found to be one of the physical environmental factors that negatively affected the performance of teachers. Figure 4.3.1 shows the views of learners on the relationship between the number of learners in class and whether the teachers take time to explain to those who do not understand during normal learning time. The findings show that 85.7 percent of 7 learners who were 70 and above in class indicated that their teachers did not explain to those who never understood during normal learning time. This is followed by 66.7 percent of 15 learners who were 60-69 in class who also indicated that their teachers did not explain to those who never understood during normal learning time. This is followed by 41.5 percent of the 77 learners who were 50-59 in class. This is contrasted by 27

percent of the 30 learners who were 40- 49 and 36 percent of the 51 learners who were below 40 and never understood during normal learning. The pattern of the findings shows that the larger the class size, the less the teachers explain to those who find challenges in understanding lessons in class while the opposite is the case for smaller classes. These results are consistent with the results in the study of Nizamettin and Bekir (2014) who in their findings show that larger class sizes deprived teachers of personalised attention to students. They further indicated that academic achievements are affected by larger numbers of learners in a class.

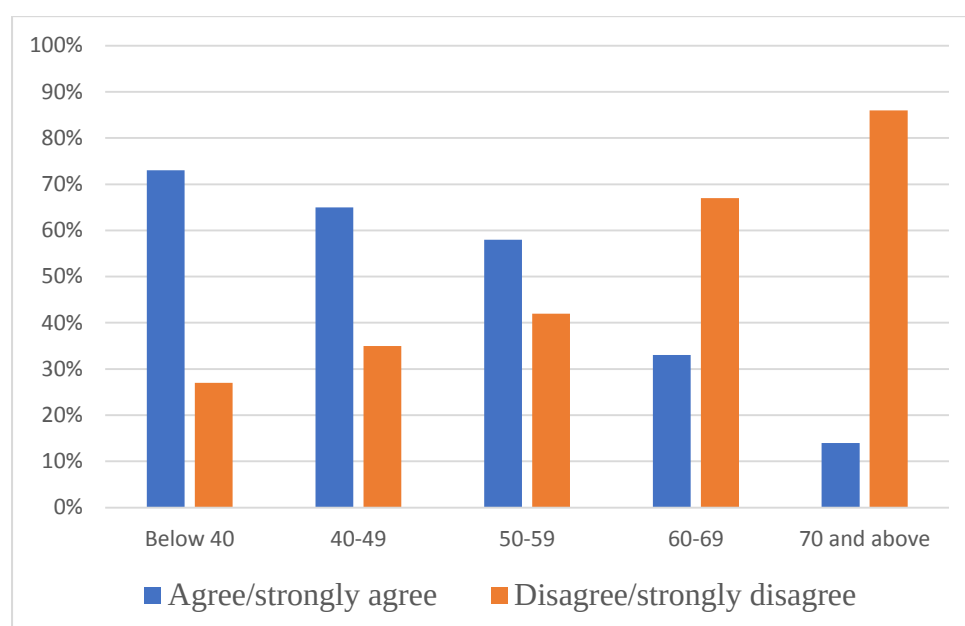


Figure 4.3.1 Number of learners in class versus teacher taking time to explain to learners who may not understand

4.3.2 Lack of some teaching and learning materials

Figure 4.3.2 presents teaching and learning materials that some teachers said were lacking and if provided would improve their performance. Lack of Textbooks ranked highest with 20 percent followed by lack of charts with 17.5 percent and maps and diagrams with 12.5 percent. Some teachers indicated the lack of projectors (three percent), real objects (five percent) and markers (three percent) as some of the teaching and learning materials that negatively affect their performance. These findings mean that the teaching and learning materials in secondary schools are inadequate to have a positive effect on the performance of teachers.

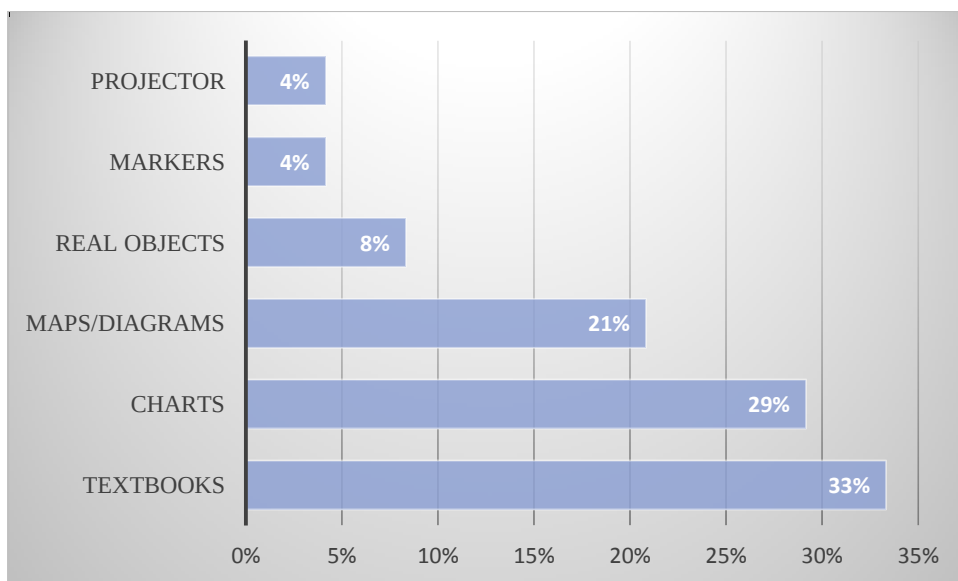


Figure 4.3.2 Teaching and learning materials that are lacking that would improve teacher performance

Some schools were not able to supply all the necessary teaching materials in Lusaka. The Head of the Literature and Languages Department at Munali Girls Secondary School indicated that the school tries to provide teaching materials but is sometimes unable to buy all the required materials. For example, only the computer and science laboratories have whiteboards while the rest do not. Arakan Girls Secondary School Head of Social Sciences Department also indicated that although the school provided learning materials, it was not able to meet all the required material for smooth teaching and learning. An example of inadequate textbooks was cited as a huge challenge in assisting teachers to be effective in their execution of teaching at the schools studied. The Head Teacher of Munali Boys Secondary School also explained that schools are not able to provide all the necessary textbooks for both teachers and learners. This in turn affect the rate at which teachers can quickly deliver to the learners the desired lessons with ease. The textbooks that are provided in these schools are specifically meant to provide curriculum information to both the teachers and learners. The Deputy Head Teacher for Arakan Girls Secondary said that:

The curriculum is dynamic.... and so there is no useless textbook in the system, we have a collection of old and new textbooks for our teachers and learners. We may face challenges here and there in meeting the demand for these textbooks but we try to ensure that teachers are provided textbooks and other materials to use. We still need to acquire more textbooks aligned

to the changes in the curriculum so that it will be easy for teachers to work effectively.

The researcher went ahead to enquire whether updated textbooks were provided to meet the current curriculum requirements in these schools. Results from the learners as indicated in Table 4.3.1 show that 48.3 percent of 180 learners perceived the textbooks to be updated while 51.7 percent disagreed. This means that few updated textbooks are aligned to the current curriculum in the sampled schools. These findings from learners mean that lack of textbooks in schools may affect the rate at which learners acquire information which may affect their performance. When learners fail to easily acquire information, it slows down the teachers' effort and their performance.

Table 4.3.1 My school has textbooks updated to meet the present curriculum needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	17	9.4	9.4	9.4
Agree	70	38.9	38.9	48.3
Disagree	57	31.7	31.7	80.0
strongly disagree	34	18.9	18.9	98.9
non response	2	1.1	1.1	100.0
Total	180	100.0	100.0	

The above findings are consistent with the findings of Hamusunga, (2012) who established that among the challenges faced to manage the working environment in schools were; insufficient educational materials and lack of motivated employees. While the study by Hamusunga (2012) was mainly hinged on the challenges faced by teachers, this research has looked at the effect of teaching and learning materials on the performance of teachers.

4.3.3 Lack of motivation

Lack of motivation was pointed out by some of the administrators that thought in some areas the teachers were not performing well. The Head of the Literature and Languages Department at Munali Girls' secondary school indicated that

Even though teachers were performing well, they lacked motivation. Most of the teachers expected motivation through monetary rewards and being encouraged by supervisors most often. These teachers work so hard and deserve incentives when they perform better than usual. Awards given to them on special occasions may not really cover all the hardworking teachers.

6 out of 12 administrators indicated that their teachers needed to be motivated more financially through performance incentives and encouragement. This is an indication that lack of motivation was one of the factors that affect teachers' performance negatively. Figure 4.3.1 below summarises the findings from the administrators on their views about what leads to poor performance of teachers.

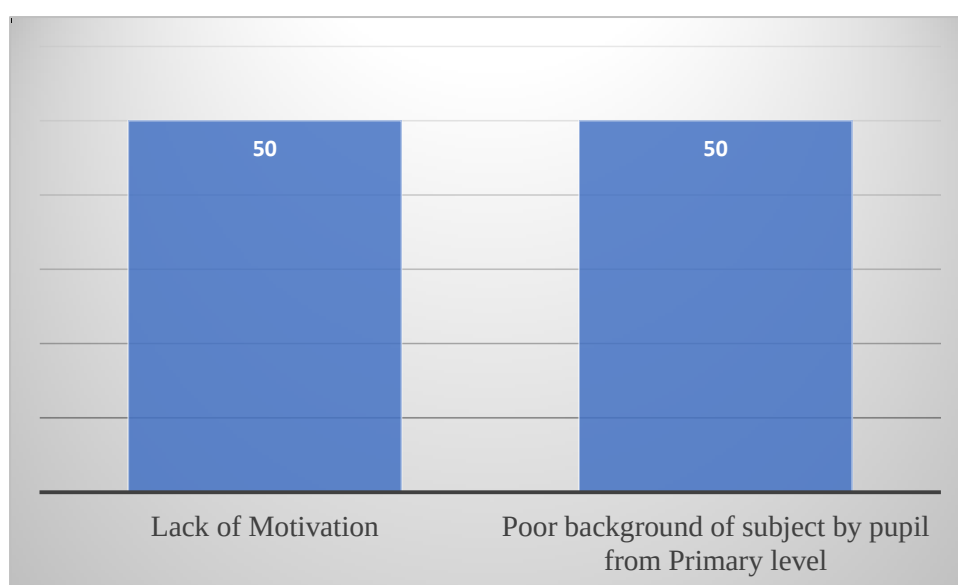


Figure 4.3.3 Sources of poor teacher performance

4.4 Conclusion

To sum up the chapter, the study established environmental factors that positively and negatively affect teachers' performance in public secondary schools in Lusaka District. Among the factors that positively affect teachers' performance were; adequate office size, adequate teaching materials, stocked laboratories, stocked libraries and ICT facilities. The environmental factors that negatively affect the performance of teachers were increased number of learners in class and lack of some teaching and learning materials. The study

established that the bigger the number of learners were in a class, the more difficulty it was for the teacher to be effective. Lack of teaching, learning materials such as textbooks, projectors, charts and real object led to difficulties in teaching complex subjects for teachers. Lack of motivation was also an environmental factor that affected teachers' performance in sampled schools.

CHAPTER 5

SOCIAL WORK ENVIRONMENTAL FACTORS THAT AFFECT TEACHER PERFORMANCE IN SECONDARY SCHOOLS

5.1 Introduction

The purpose of this chapter is to present and discuss findings relating to the third specific objective which reads: To examine Social environmental factors affecting the performance of teachers in Public secondary schools in Lusaka District. To achieve this, the chapter has been divided into four sections. The first section is the introduction. The second section focuses on the social environmental factors that positively affect teacher's performance in secondary schools. The third section looks at the social environmental factors that negatively affect the performance of teacher in secondary schools. The final section is the conclusion.

5.2 Social environmental factors that positively affect teachers' performance in public secondary schools

This section will look at the social-environmental factors that positively affect teachers' performance in public secondary schools before drawing a conclusion at the end of the chapter. The research established that the relationships between teachers, learners, and supervisors in various forms influenced teachers' performance positively. These forms include; friendliness, the ability of a teacher to command respect, punctuality of teachers, and allowing questions during lessons by teachers. The findings further suggest that explaining to slow learners, presence of standard leadership styles, good relationships between teachers and their supervisors, and among teachers are social environmental factors that positively affect teachers' performance. Below are the details of each of these factors.

5.2.1 Friendliness of Teachers to learners

To find out whether there was effective communication, an assessment of the friendliness of the teacher towards learners was done. When learners were asked about their perception of the friendliness of their teachers, they confirmed the existence of friendly behaviour of teachers towards their learners. The results as seen in table 5.2.1 below shows that the majority (78.3 percent of 180 learners) of the learners agreed. This margin (above three quarters) of agreement is quite big and it indicates that teachers in the schools sampled were friendly to a larger extent which in turn made it easier for learners to communicate with them. It represents a good relationship among learners and teachers that would enable easy communication.

Table 5.2.1 My teacher is friendly to us learners in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	65	36.1	36.1	36.1
Agree	76	42.2	42.2	78.3
Disagree	21	11.7	11.7	90.0
Strong Disagree	18	10.0	10.0	100.0
Total	180	100.0	100.0	

The researcher wanted to know whether there was a relationship between friendliness of a teacher and their performance. Table 5.2.2 shows the views of learners on the relationship between the friendliness of a teacher and their ability to easily understand issues taught by the teacher. The proportion of learners who agreed or strongly agreed with the statement that their teachers were friendly and at the same time agreeing to easily understanding lessons from their teachers was 120 out of 141 learners (representing 85 percent) compared to 21 out of 141 learners (representing 15 percent) who disagreed or strongly disagreed with the same statement. This means that the friendliness of a teacher positively affects the performance of teachers in public secondary schools. Harrywong (2007) argues that ineffective teachers discipline their classrooms with threats and punishments.

On the other hand, 20 out of 39 p learners (51 percent) who disagreed or strongly disagreed with the statement that teachers in their schools were not friendly indicated that it was easy for them to understand what their teachers were teaching. This is contrasted by 19 out of 39 learners (49 percent) who indicated that the non-friendliness of teachers made it difficult for them to understand the lessons taught. From these findings, it is suggested that the friendliness of teachers to their learners in secondary schools leads to good performance of teachers to a greater extent. This is because of the huge difference between learners who could easily understand the lessons because of the friendliness of teachers and those who were able to understand when their teachers were not friendly. This is illustrated by 85 percent of the learners who found it easy to understand when their teachers were friendly compared to 51 percent of the learners who found it easy to understand the lessons when their teachers were

not friendly. Having clear communication and behavioural policies is a measure that has been used to ensure that there is a conducive work environment in schools sampled. A teacher who is effective in communication exhibits friendliness with others. The findings review that communication policies allow administrators, teachers, parents and learners to have a clear line of passing on information. This is in line with Songoni (2017)'s findings in Kenya which established that poor information flow affects relationships. The relationship between learners and learners when positively affected makes a teacher perform better

Table 5.2.2 Friendliness of teachers to learners making it easy for learners to understand

Friendliness of teachers to learners		Makes it easy to understand				Total
		Strongly agree	agree	Disagree	Strongly Disagree	
	Strongly agree	39	21	2	3	65
	Agree	17	43	13	3	76
	Disagree	5	10	3	3	21
	Strongly Disagree	0	5	3	10	18
	Total	61	79	21	19	180

5.2.2 Teacher Commanding respect

The study established that the schools ensured that teachers had the ability to command respect from learners. A teacher's ability to command respect from learners in this study is viewed from the teacher's ability to influence learners to obey the teacher's demands without forcing. Songoni (2017) associated this factor to leadership ability. It is expected that the teacher must be able to lead his/her class with a cohesive influence rather than force. Therefore, a teacher's ability to command respect from his/her students is a good attribute that enhances the performance of teachers at work (Songoni, 2017). Akram (2010) also supports this view when he argues that the personal characteristics of teachers affect their performance at work. He further adds that a teacher is supposed to present a confident role image and

develop a relaxed style of communication in the classroom. According to him, “demonstration of confidence on the part of a sender reflects sureness and authority and stimulates the attention of receivers” (Akram, 2010). A question asking learners whether their teachers had an ability to command respect from them established that 62.2 percent of learners confirmed that their teachers commanded respect from learners by virtue of the way they behaved themselves. This however reflects the need to further improve the ability of teachers to command respect from their learners given that 37.8 percent disagreed to the same assertion. This association of variables confirms the importance of a teacher’s ability to command respect to his or her overall performance.

Table 5.2.3 My teacher commands respect in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	42	23.3	23.3	23.3
Agree	70	38.9	38.9	62.2
Disagree	48	26.7	26.7	88.9
Strongly disagree	20	11.1	11.1	100.0
Total	180	100.0	100.0	

To ensure that teachers commanded respect, there was presence of rules and regulations that governed how schools would handle learners in the schools sampled. Rules and regulations for learners to follow and codes of conduct for teachers to follow were noted to be present. The presence of these rules and regulations was said to be for the reason of ensuring teachers relate well with both supervisors and learners. This is related to communication policies applied in these schools. Table 5.2.4 tabulates the views of learners on whether teachers who commanded respect from learners made it easy for them to understand. The findings show that 89 out of 112 learners (representing 79 percent) agreed or strongly agreed to the assertion that the teachers who commanded respect made it easier to understand. This is opposed by 23 out of 112 learners (representing 21 percent) who agreed that their teachers commanded respect but did not make it easier for them to understand. This suggests that the ability of a teacher to command respect from the learners positively affect teachers’ performance.

Table 5.2.4 Teacher commands respect and making it easy for learners to understand

Teacher commands Respect		Makes it easy to understand				Total
		Strongly agree	agree	Disagree	Strongly Disagree	
	Strongly agree	14	15	7	6	42
	agree	26	34	5	5	70
	disagree	15	23	8	2	48
	Strongly disagree	6	7	1	6	20
	Total	61	79	21	19	180

5.2.3 Teacher's Punctuality

The research established that one of the social measures to improve the work environment for a good performance in public secondary schools was the punctuality of teachers at work. Teacher's punctuality at work reflected both their commitment to work and their general work culture. Table 5.2.5 shows the views of learners on the relationship between the punctuality of a teacher and learners being happy with the way the teacher taught. The proportion of learners who agreed or strongly agreed with the statement that their teachers were punctual and at the same time agreeing to being happy with the way the teacher taught was 116 out of 142 learners (representing 82 percent) compared to 26 out of 142 learners (representing 18 percent) who disagreed or strongly disagreed with the same statement.

On the other hand, 18 out of 38 learners (47 percent) who disagreed or strongly disagreed with the statement that their teachers were punctual for lessons indicated that were happy with the way the teachers taught. This is contrasted by 20 out of 38 learners (52 percent) who indicated that they were not happy with the way teachers who were not punctual taught. From these findings, it can be argued that punctuality of teachers for lessons has a positive effect on performance of teachers to a greater extent. This is because of the huge difference between learner who were happy with the way teachers taught in class because of being punctual and

those who were happy with the way teachers taught even when they were late for their lessons. This is illustrated by 82 percent of the learners who were happy with the way teachers taught compared to 47 percent of the learners who were not.

Punctuality allows teachers to have enough time to engage with learners in a more meaningful learning discourse with adequate time to cover sufficient learning topics in the syllabus. Iqbal (1986) confirms this when he argues that punctuality is one of the desirable teachers' competencies. Results of the study on punctuality established that levels of punctuality of teachers were fair and as such had a positive effect their work performance. Akram (2010) adds that "no educational system in-spite of excellent material resources but with incompetent and indifferent teachers can be effective and economic". These findings are similar with Perveen and Kazmi, (2013) who in their study conducted in Pakistan found out that teachers who had no job satisfaction were not punctual for work. This finding has found out that teachers who were punctual made learners happy with the way they taught which in turn improves their performance. This, means that punctuality has a positive effect on teacher's performance.

5.2.4 Allowing Questions from Learners

Table 5.2.6 shows the views of learners on the relationship between teachers allowing questions in class and making it easy to understand the lessons taught. Allowing questions from learners was one of the major factors established in the study that led to good teacher

Table 5.2.5 Teacher punctuality learners are happy with teaching style

Teacher punctuality	Learners are happy with teaching style				Total
	Strongly agree	agree	disagree	strongly disagree	
Strongly agree	32	23	5	6	66
agree	18	43	7	8	76
Disagree	4	12	9	0	25
Strongly Disagree	0	2	3	8	13
Total	54	0	24	22	180

performance in secondary schools sampled. This is because allowing questions enables learners to request the

teacher to clarify the points they never understood. It also turns out to be a kind of feedback to teachers to enable them realize topics that must be emphasized when teaching.

Table 5.2.6 Teacher allowing questions making it easy to understand

Teacher allows questions		Makes it easy to understand				Total
		Strongly agree	agree	Disagree	Strongly Disagree	
	Strongly agree	43	26	4	3	76
	agree	14	47	15	8	84
	disagree	4	5	1	2	12
	Strongly Disagree	0	1	1	6	8
	Total	61	79	21	19	180

The proportion of learners who agreed or strongly agreed with the statement that their teachers allowed questions in class and at the same time agreeing that they made it easy for them to understand what they were taught was 130 out of 160 learners (representing 81 percent) compared to 30 out of 160 learners (representing 19 percent) who disagreed or strongly disagreed with the same statement. This means that teachers allowing questions during lessons leads to their good performance in public secondary schools. On the other hand, 10 out of 20 learners (50 percent) who disagreed or strongly disagreed with the statement that their teachers allowed questions indicated that made it easier for them to understand what was taught. This is contrasted by 10 out of 20 learners (50 percent) who indicated that their teachers never allowed questions in class found it hard to understand what was taught. From these findings, it can be argued that allowing questions during lessons positively affect the performance of teachers to a greater extent. Apart from a teacher having

good relations with the principal (Masoom 2012), this study adds that a good relationship with learners is also an integral part of a conducive environment. This can be seen when they ask their teachers questions during lessons. Therefore, it can be interpreted that allowing questions in class positively affect teachers' performance.

5.2.5 Taking Time to Explain to Slow Learners

Table 5.2.7 shows the views of learners on the relationship between teachers taking time to explain to learners who may not understand their lessons and making it easy to understand the lessons taught. The proportion of learners who agreed or strongly agreed with the statement that their teachers took time to explain to learners who never understood in class and at the same time agreeing that they made it easy for them to understand what they taught was 117 out of 129 learners (representing 91 percent) compared to 12 out of 129 learners (representing 9 percent) who disagreed or strongly disagreed with the same statement. This means that teachers taking time to explain to learners who did not understand during lessons positively affect their performance in public secondary schools.

On the other hand, 23 out of 51 learners (45 percent) who disagreed or strongly disagreed with the statement that their teachers took time to explain to learners who never understood in class indicated that made it easier for them to understand what was taught. This is contrasted by 28 out of 51 learners (55 percent) who indicated that their teachers never took time to explain to learners who never understood in class found it hard to understand what was taught.

By taking time to explain to slow learners, teachers ensured an effective teaching environment for all learners. Administrators further explained that each class had at least few learners who would always delay to grasp a point during lessons. They ensured that they identified such learners and teachers were required to take time explaining to them before proceeding to the next stage of a given lesson. Anderson (1991) argues that an effective teacher is one who focuses on the learning of their students. Gutkin and Reynolds, (1990) adds that effective teachers also model appropriate responding and vary the pace and length of their presentation with the nature of the content. This means that taking time to explain to learners who do not understand in class positively affect the performance of teachers to a greater extent. Cormer and Sekerka (2014) further argue that patience in dealing with clients has an effect on the progress of an organisation. Cormer and Sekerka 's finding can be related to teachers who

take time to explain to slow learners, this is a demonstration of patience and likely to result in well performing learners and consequently an effective teacher.

Table 5.2.7 Teacher takes time to explain to learners who may not understand Makes it easy to understand

Teacher takes time to explain to learners who may not understand	Makes it easy to understand				Total
	Strongly agree	agree	Disagree	Strongly Disagree	
Strongly agree	32	15	1	1	49
agree	25	45	5	5	80
disagree	3	17	13	2	35
strongly disagree	1	2	2	11	16
Total	61	79	21	19	180

5.2.6 Good Leadership Styles of the Administration

Good leadership style is another factor that was established to have a positive effect on teachers' performance. The research was not interested on a specific style since it is perceived that a good leader will use various leadership styles. As seen in table 5.2.8, 39 out of percent of 40 teachers (representing 97.5 percent) perceived that their supervisors exhibited good leadership styles which lead to quality performance of teachers at their work place. This is contrasted by 1 out of 40 (representing 2.5 percent) who strongly disagreed to the same statement. Sampled public secondary schools have administrators in place that are governed by civil service codes of conduct, good leadership style enhances a good relationship between supervisors and employees. Further, the open-door policy embraced by leaders and bosses makes employees to be freer with their supervisors (Nambuswa and Kiberenge 2016). However, it is important to note that there are several leadership styles recorded in literature.

The most common leadership styles are; Authoritarian leadership, Participatory leadership, Delegative leadership, Transactional leadership, and Transformational leadership. Nevertheless, there is no particular leadership style that can be said to be the best at all times. Each leadership style's success depends on the environment, setting or stage of life at which it has been applied (Politis, 2001). It is for this reason that the researcher did not attempt to focus on the particular leadership styles used in the public schools but to simply find out if the styles applied worked well to support the good performance of teachers. Akram (2010) supports the need for good leadership to positively impact performance of teachers when he argues that “there is an urgent need to develop the programs that would enable teacher educators to improve their knowledge and practice in areas such as decision making, use of different management styles, counseling and the development of leadership and headship qualities”. Altunova (2020) also noted that administrative behaviors and supervision affected teachers’ performance in Turkey. The findings in this regard, mean that good leadership styles positively affect the performance of teachers to a greater extent as it has been illustrated with the huge difference between those who agreed and those who disagreed.

Table 5.2.8 standard leadership style to ensure quality performance quality performance of teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	35.0	35.0	35.0
agree	25	62.5	62.5	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

5.2.7 Relationships between Teachers and their Supervisors

Table 5.2.9 shows the views of teachers on relationships that exist between teachers and supervisors which allows them to work hard. 38 out of 40 teachers (representing 95 percent) agreed or strongly agreed that they had a good relationship with their supervisors which encouraged them to work hard. On the other hand, only 2 out of 40 teachers (representing 5 percent) disagree or strongly disagreed. From the findings, it can be argued that good

relationships between teachers and their supervisors positively affect the performance of teachers in public secondary schools. This is illustrated by the 95 percent of those who agreed or strongly agreed that they had good relationships with their supervisors and were encouraged to work hard compared to the 5 percent who strongly disagreed to the statement

Table 5.2.9 Good relationship with supervisor which helps me to work hard

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	40.0	40.0	40.0
agree	22	55.0	55.0	95.0
disagree	1	2.5	2.5	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

5.2.8 Good relationships among teachers

Table 5.2.10 shows the views of teachers on relationships that exist between a teacher and his or her colleagues which allows them to stay longer at work. 39 out of 40 teachers (representing 97.5 percent) agreed or strongly agreed that they had a good relationship with their colleagues which encouraged them to stay longer at work. On the other hand, only 1 out of 40 teachers (representing 2.5 percent) strongly disagreed. From the findings, it can be argued that good relationships among workmates positively affect the performance of teachers in public secondary schools. This is illustrated by the 97.5 percent of those who agreed or strongly agreed that they had good relationships with their colleagues and were encouraged to stay at work compared to the 2.5 percent who strongly disagreed to the statement. Positive relationships with colleagues foster collaboration and professional development opportunities. When teachers have supportive relationships with their colleagues, they are more likely to engage in collaborative activities such as lesson planning, sharing resources, and exchanging teaching strategies. Collaborative efforts enable teachers to learn from one another, gain new insights, and improve their instructional practices. This, in turn, enhances their overall performance in the classroom. These findings are consistent with Natanaili (2016) who argues

that positive relationships with colleagues contribute to teacher well-being, professional growth, and overall job satisfaction, leading to improved performance in the classroom.

Table 5.2.10 Good relationship with colleagues which encourages me to stay longer at work

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	52.5	52.5	52.5
agree	18	45.0	45.0	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

5.2.9 Obedience and dedication of learners

Table 5.2.11 shows the views of teachers on the obedience and dedication of learners to allow them to teach effectively. 36 out of 44 teachers (90 percent) agreed or strongly agreed that their learners were obedient and dedicated to learning which made them teach effectively. On the other hand, 4 out of 40 teachers (representing 4 percent) disagreed or strongly disagreed that their learners were obedient and dedicated to learning. These findings suggest that when learners are obedient and dedicated to learning leads to good performance of teachers as illustrated by the huge difference between those who agreed and those who disagreed.

Table 5.2.11 Learners are obedient and dedicated to learning makes teacher to teach effectively

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	35.0	35.0	35.0
agree	22	55.0	55.0	90.0

disagree	2	5.0	5.0	95.0
strongly disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

5.3 Social-Environmental Factors that negatively affect teacher Performance in Public Secondary Schools

The social environmental factors that lead to poor performance of teachers were established as; Poor background of learners from primary level and Poor Teaching Styles.

5.3.1 Poor background of learners from primary level

The Guidance and Counselling Teacher at Munali Girls' secondary school mentioned that

Some of the learners in grade eight took time to adjust from the way they had been learning and grasping concepts at primary level to the way secondary school graders were supposed to. Most of the learners had good grades which made them qualify to grade eight. However, some learners were said to have challenges in basic knowledge attained in primary level thus caused a slight delay in syllabi coverage.

The Head of Mathematics Department at David Kaunda secondary school also indicated that

learners progressing from primary school level needed to use the knowledge from primary to understand the new subjects in secondary grades.

This meant that teachers at secondary level needed to start teaching some knowledge that should have been learnt at primary level to their learners. This reveals that lack of proper background of subject at primary level by learners may lead to poor performance of teachers.

5.3.2 Poor Teaching Styles

Figure 5.3.1 shows the views of learners who were not happy with teaching styles of teachers. The findings show that 25 (representing 51.02 percent) out of 49 learners were unhappy with the teacher because of failure to explain to them well, followed by 11 (representing 22.45 percent) of 49 who indicated that some teachers scared learners. Eight (representing 16.33 percent) of 49 learners indicated that their teachers never completed topics in some subjects. This was followed by five (representing 10.2 percent) of 49 learners who said their teachers never allowed questions. These findings indicate that teachers who failed to explain clearly to learners, scaring learners, failure to allow questions and failure to complete topics led to poor teacher performance. The responses of learners also show that some teachers in these schools are poorly trained or incompetent. This is can be seen in their behaviour which is not in line with the way learners should be handled in a school.

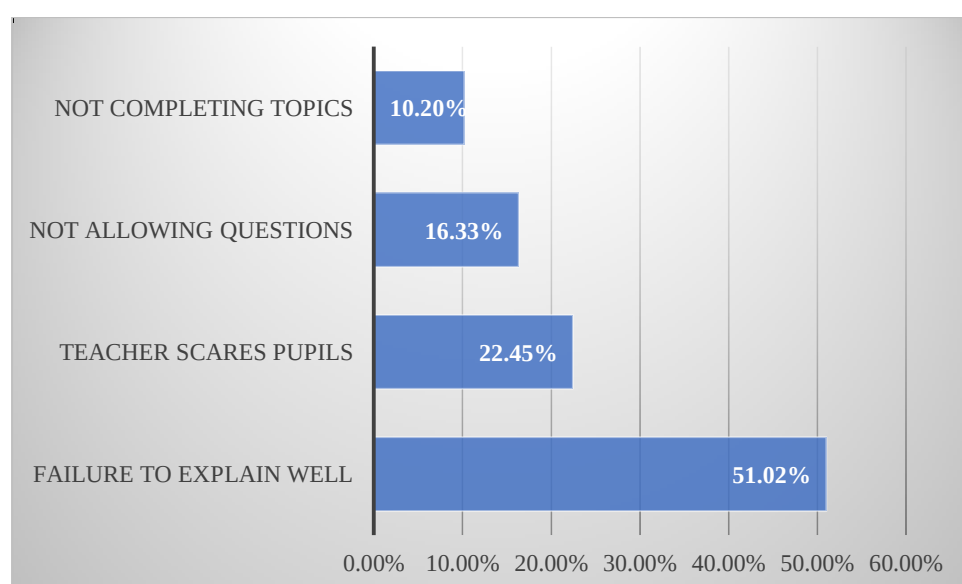


Figure 5.3.1 What makes you unhappy with the teaching style?

5.3 Conclusion

The Social-environmental factors that positively affect the performance of teachers were established as the relationships between teachers, learners, and supervisors in various forms. These forms include; friendliness, the ability of a teacher to command respect, punctuality of teachers, and allowing questions during lessons by teachers. The findings further suggest that explaining to slow learners, presence of standard leadership styles, good relationships between teachers and their supervisors, and among teachers leads to good teachers' performance. Although the social-environmental factors that negatively affect the performance teachers would be the absence of those that positively affect them, the study established that poor background of learners from primary school and poor teaching styles by some teachers are the only ones that came out distinctly.

CHAPTER 6

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

The purpose of this chapter is to present a summary of the conclusions and recommendations of the dissertation. In order to achieve its purpose, the chapter begins with a presentation of the summary of the conclusions. Thereafter, recommendations are given.

6.2. Summary of Conclusions

The summary of the conclusions is presented in line with the objectives of the research. The first specific objective of the research was to establish physical environmental factors affecting the performance of teachers in public secondary schools in Lusaka District. The study established that there are physical environmental factors that positively and negatively affect teachers' performance in public secondary schools in Lusaka District. Among the factors that positively affect teachers' performance were; adequate office size, adequate teaching materials, stocked laboratories, stocked libraries and ICT facilities. The environmental factors that negatively affect the performance of teachers were increased number of learners in class, lack of some teaching and learning materials and lack of motivation. The study established that the bigger the number of learners were in a class, the more difficulty it was for the teacher to be effective. Lack of teaching, learning materials such as textbooks, projectors, charts and real object led to difficulties in teaching complex subjects for teachers.

The second specific objective of the research was to examine social environmental factors affecting the performance of teachers in public secondary schools in Lusaka District. The Social-environmental factors that positively affect the performance of teachers were established as the relationships between teachers, learners, and supervisors in various forms. These forms include; friendliness, the ability of a teacher to command respect, punctuality of teachers, and allowing questions during lessons by teachers. The findings further suggest that explaining to slow learners, presence of standard leadership styles, good relationships between teachers and their supervisors, and among teachers leads to good teachers' performance. Although the social-environmental factors that negatively affect the performance teachers would be the absence of those that positively affect them, the study

established that poor background of learners from primary school and poor teaching styles by some teachers are the only ones that came out distinctly.

6.3 Recommendations

The recommendations are in two categories. These are policy recommendations and areas for future research.

6.3.1. Policy Recommendations

In order to improve performance of teachers in public secondary schools, there is need to:

1. Empower schools with more funding to improve and be consistent in the provision of teaching and learning materials.
2. Engage with other stakeholders to improve the physical work environment in order for the teachers and learners to produce the much-needed results. This includes provision of updated teaching and learning materials, modern learning facilities and research facilities.
3. Create a strategy through which hard working teachers may be promoted, awarded and encouraged to continue with their hard work. This could include not only verbal but also through financial incentives. Some of the existing policies on performance incentives must be implemented so that the teachers will be motivated to perform better.
4. Create a platform where learners and concerned stakeholders can give feedback on performance of teachers who fail to do their duty correctly

6.3.2. Areas for Future Research

This research focused on the effects of work environment on teacher performance in Public secondary schools in Lusaka district. Not all public secondary schools were sampled, therefore, further research can be conducted on secondary schools in other districts. Rural secondary schools could also be researched on in future. Further studies can also be done to compare the work environments between private and public secondary schools in relation to teacher performance.

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APPENDIX I

INTERVIEW GUIDE FOR KEY INFORMANTS

Dear informant,

My name is Sandra Miyanda Chibomba and I am a student at the University of Zambia. I am conducting a research on the Effects of the Work Environment on Teachers Performance in Public Schools in Zambia: The Case of Secondary Schools in Lusaka District. This is to enable me to partially fulfil the requirements of the degree of Master of Public Administration (MPA).

You have been selected as an informant and I will be very thankful if you can spare a few minutes of your time to answer a few questions. The information you are going to give will be confidential and is entirely for the purpose of my MPA dissertation. Please be as open and as honest as possible in answering the questions.

PART 1. BACKGROUND INFORMATION

Date of interview:

.....

Start time of interview:

.....

1. Gender:

i. Male ()

ii. Female ()

2. Position held in the School:

.....

3. Name of School.....

PART 2. TEACHERS' PERFORMANCE

4. Generally, how do you rate the performance of teachers at this school?

.....

5. If the general rating of teachers' performance is good, what do you think has led to this good performance of teachers at this school?

.....

6. In which subjects does the school have teachers that you consider to be generally good performers?

.....

7. If the general rating of teachers' performance is poor, what do you think has led to this poor performance of teachers at this school?

.....

8. In which subjects does the school have teachers that you consider to be generally poor performers?

.....

PART 3: MEASURES PUT IN PLACE TO MANAGE WORK ENVIRONMENT

9. What measures has the school put in place to ensure that the work environment is conducive for teaching?

.....

10. What challenges does your school face to create a conducive work environment for teachers?

.....
.....

PART 4 RECOMMENDATIONS

11. What do you think should be done to improve the teachers' performance at this school?

.....
.....

12. What do you think should be done to improve the teaching environment at this school?

.....
.....

End time of interview..... Duration of interview.....

End of interview

Thank you for your time

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

My name is Sandra Miyanda Chibomba and I am a student at the University of Zambia. I am conducting a research on the Effects of the Work Environment on Teachers Performance in Public Schools in Zambia: The Case of Secondary Schools in Lusaka District. This is to enable me to partially fulfil the requirement fulfil the degree of Master of Public Administration (MPA).

You have been selected as a respondent and I will be very thankful if you can spare a few minutes of your time to answer a few questions. The information you are going to give will be confidential and is entirely for the purpose of my MPA Please be as open and as honest as possible in answering the questions.

Instructions: Tick in the spaces provided or fill in the blank spaces.

PART 1. BACKGROUND INFORMATION

1. Sex of respondent
 - a. Male ☐
 - b. Female ☐
2. Age
 - a. 20- 30 years ☐
 - b. 31-45 years ☐
 - c. 46-60 years ☐
3. Length of stay at the station:
 - a. Below five years ☐
 - b. 6-10 years ☐
 - c. 11-15years ☐
 - d. Above 15 years ☐
4. Length of service as a teacher
 - a. Below five years ☐
 - b. 6-10 years ☐
 - c. 11-15years ☐
 - d. Above 15 years ☐

PART 2. PHYSICAL WORK ENVIRONMENT

5. My office size is big enough to allow me to plan and perform my job effectively
 - a. Strongly Agree ☐
 - b. Agree ☐
 - c. Disagree ☐
 - d. Strongly disagree ☐
6. (a) My workplace provide sufficient teaching and learning materials (such as chalk, Charts, stationary, teaching aids etc) for me to perform my job without difficulties
 - a. Strongly Agree ☐
 - b. Agree ☐
 - c. Disagree ☐
 - d. Strongly disagree ☐

(b) If you agree or strongly agree to question 6, specify teaching and learning materials provided that help ease your work?

.....
.....

(c) If you disagree or strongly disagree, specify teaching and learning materials that if provided would help you perform well in your job?.

.....
.....

7. My school has a stocked science laboratory for teachers to perform their experiments without facing major challenges.

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

8. My school has a stocked library for learners and teachers to study and do their research.

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

9. My school provides updated textbooks and resources to suit the current curriculum and syllabi

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

10. My school provides Information Communication Technology (ICT) equipment and facilities (e.g. computers, phones, projectors, internet, etc.) to help teachers perform their work effectively.

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐

d. Strongly disagree ☐

11. My school's ICT supports access to electronic libraries for learners and teachers to study and do their own research online.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly disagree ☐

PART 3: SOCIAL WORK EENVIRONMENT

12. My supervisors give a standard leadership style to ensure quality performance by all members of the staff

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly disagree ☐

13. The relationship that I have with my supervisors is very good

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly disagree ☐

14. I have a good relationship with my colleagues which encourages me to stay longer at work

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly disagree ☐

15. I have a very good relationship with my learners

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly disagree ☐

16. My learners are obedient and dedicated to learning which makes it easier for me to teach them effectively and give them assignments?

a. Strongly Agree ☐

- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

17. Generally, my work environment has a positive effect on my job performance

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

PART 4. RECOMMENDATIONS

18. What do you think should be done to improve your work environment?

.....

.....

End of interview

Thank you for your time

APPENDIX III

QUESTIONNAIRE FOR LEARNERS

Dear respondent,

My name is Sandra Miyanda Chibomba and I am a student at the University of Zambia. I am conducting a research on the Effects of the Work Environment on Teachers Performance in Public Schools in Zambia: The Case of Secondary Schools in Lusaka District. This is to enable me to partially fulfil the requirements of the degree of Master of Public Administration (MPA).

You have been selected as a respondent and I will be very thankful if you can spare a few minutes of your time to answer a few questions. The information you are going to give will be confidential and is entirely for the purpose of my MPA dissertation. Please be as open and as honest as possible in answering the questions.

Instructions: Tick in the spaces provided or fill in the blank spaces.

PART 1. BACKGROUND INFORMATION

1. Name of school

- i. Arakan Girls Secondary School
- ii. Munali Boys Secondary School ☐
- iii. David Kaunda Secondary School ☐
- iv. Munali Girls Secondary School ☐

2. Category of school

- i. Boys ☐
- ii. Girls ☐
- iii. Co-education ☐

3. Sex of pupil

- i. Male ☐
- ii. Female ☐

4. Subject teacher under research (the subject to be indicated by the researcher when she reaches the class, i.e. before the questionnaires are administered to the learners)
-

PART 2. PHYSICAL LEARNING ENVIRONMENT

5. How many are you in your class?
- i. Below 40 ☐
 - iii. 40-49 ☐
 - iv. 50-59 ☐
 - v. 60-69 ☐
 - vi. 70 and above ☐
6. My school has a stocked science laboratory for us learners to do experiments whenever our teacher assigns us to.
- a. Strongly Agree ☐
 - b. Agree ☐
 - c. Disagree ☐
 - d. Strongly disagree ☐
7. My school has a well-stocked library for learners to study and do their own research.
- a. Strongly Agree ☐
 - b. Agree ☐
 - c. Disagree ☐
 - d. Strongly disagree ☐
8. My school provides updated textbooks that we use as we do our learning and studying
- a. Strongly Agree ☐
 - b. Agree ☐
 - c. Disagree ☐
 - d. Strongly disagree ☐
9. My school provides Information Communication Technology (ICT) equipment and facilities (e.g. computers, phones, projectors, internet, etc.) to help learners research on work assigned.

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

PART 3: SOCIAL SCHOOL ENVIRONMEMT

10. The subject teacher mentioned in question 4 is friendly to learners.

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

11. The subject teacher mentioned in question 4 commands respect from learners at this school.

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

Part 4: TEACHER PERFORMANCE

12. The subject teacher mentioned in question 4 is always punctual for his/her lessons in our class

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

13. The subject teacher mentioned in question 4's way of teaching makes it easy for us to understand his/her subject

- a. Strongly Agree ☐
- b. Agree ☐

- c. Disagree ☐
- d. Strongly disagree ☐

14. The subject teacher mentioned in question 4 allows learners to ask questions if they have not understood when he/she is teaching

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

15. The subject teacher mentioned in question 4 takes time to explain to learners who may have difficulties understanding the subject at individual level.

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

16. Generally, I am very happy with the way the subject teacher mentioned in question 4 teacher teaches

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

17. If generally happy with the way the subject teacher mentioned in question 4 teaches, what makes you happy with his/her teaching?

.....

18. If generally not happy with the way the subject teacher mentioned in question 4 teaches, what makes you not happy with his/her teaching?

PART 5. RECOMMENDATIONS

19. What do you think should be done to improve the learning environment at this school?

.....

End of interview

