



Review Article

A CRITICAL ANALYSIS OF THE IMPLICATION OF SCHOOL ENVIRONMENT DYNAMICS ON TEACHERS' ATTITUDE IN PUBLIC SECONDARY SCHOOLS IN KENYA

*Daniel Gikonyo Kamau and Dr. Ruth

Mount Kenya University School of Education, Box 342-00100 Thika

ARTICLE INFO

Article History:

Received 16th, January 2016
Received in revised form
24th, February 2016
Accepted 19th, March 2016
Published online 27, April 2016

Keywords:

School Environment Dynamics,
Teachers' Attitude,
Teachers Service Commission,
Remuneration,
Physical Materials,
Quality Leadership

ABSTRACT

The environment in a school one of the key issues that affect performance of teachers in secondary schools in Kenya. In Kenya teachers work under the teacher's Service Commission [T.Sc] which is the employing body for teachers. In order for teachers to perform it's important that their needs should be met. The government should see to it that teachers needs are being catered for so as to enable them to work efficiently and for success to be achieved there should be comprehensive good working atmosphere which will enable the teachers to be able to perform and give quality service to the student's. The government of Kenya should ensure that there is good teachers motivation that will encourage them to have right attitude towards their work. Teachers should be well remunerated and this has been genesis of problems of school's in Kenya. A school must have physical materials their quality and adequacy have great impact of teachers per performance in a school. Teachers must work hard in hard with the leaders of the school's like the principal who have been charged with responsibility of ensuring that people work in accordance to the stipulated rules of the T.S.C, Quality leadership results to good performance in a school and teacher's feel motivated. In this study a qualitative research approach was used. Through the approach the researchers gave a critique on appositive note when analyzing the implication of school environment dynamics on teachers attitude in public secondary schools in Kenya. The critique analysis provided a sound evaluation which offered suggestions in form of recommendations

Copyright © 2016, Daniel Gikonyo Kamau and Dr. Ruth. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

School environments play a major role in promoting effective teaching and learning. Provision of adequate teaching and learning facilities enhances quality and relevance of imparting skills to learners. Schools that invest in a quality leadership always perform exceptionally well while those with poor leadership perform poor. Millet [1998] further researcher on the extent to which quality leadership related to teachers motivational and established that there exist a positive correlation between quality leadership and teachers motivation that brings variation of performance schools. Principals as leaders in secondary schools should create attractive environment in order to motivate and retain effective teachers. Teacher's and learning resources enhance the quality and relevance of imparting skills to learners [limuli2009].

STATEMENT OF THE PLOBLEM

The school environment dynamic has affected Kenyan schools and there are challenges in providing quality education to students especially in secondary schools.

*Corresponding author: Daniel Gikonyo Kamau,
Mount Kenya University School of Education, Box 342-00100 Thika.

Today many people are enlightened with the importance of providing quality education to students. Motivation of workers is enhanced when Workers perceive equitable pay compared to their input. When employees feel that they are inequitably remunerated they are dissatisfied and this reduces their performance due to the negligence of the government to pay teachers good salaries this has made most secondary teachers to look for second jobs and this has created divided attention and loyalty of teaching.

Many secondary school's lack physical facilities for example classrooms, laboratories, textbooks among other things. Physical materials terms of adequacy and quality have been noted to have a great impact on teacher's motivation. School's with low quality and inadequate physical resources in schools creates low morals of teachers. Lack of facilities like laboratories has compromised the teaching of sciences subject in such school's topics that are meant to be taught practically are taught theoretically as part of the adaptive mechanism by teachers due to adequate resources effective teaching. Due to the introduction of free education the population of students increased considerably and has created challenges to teachers who cannot be able to manage the large number of students in classes in most secondary school's bullying is a

major problem this leads to physical violence which may pose great danger to students especially the form one's who join the schools. Bright students may drop out of such schools and this will have an impact on the teacher's performance in a school. Indiscipline is a major behavior problem in schools with different schools reporting the same nature of student's indiscipline. Property damage is a common behavior in most of secondary schools. Students have been burnt when there are strikes and riots.

AIMS OF THE STUDY

The aim of this study is to critically analyze the implication on schools environment dynamic on affecting attitude of the teachers in Kenya public secondary schools.

GOALS OF THE STUDY

These goals were guided by following objectives;

- critically analyze the implication support dynamic of leaders and their effects to teacher's attitude .
- To critically analyze the implication of teachers remuneration dynamic on teachers attitude in public secondary schools in Kenya.
- To critically analyze the implication of teachers workload dynamic on teachers' attitude in public secondary school in Kenya.
- To critically analyze the implication of teaching resources availability dynamic on teachers attitude in public secondary schools in Kenya.

RESEARCH QUESTIONS

- How leadership support dynamics does affect the teacher's attitude in public secondary schools in Kenya?
- How do teacher's remuneration dynamics affect the teacher's attitude in public secondary schools in Kenya?
- To what extent does the teacher's workload dynamic affects the teacher's attitude in public secondary schools in Kenya?
- How does the teaching resources availability dynamic influence the teachers' attitude in public secondary schools in Kenya?

RESEARCH METHODOLOGY

In this study a qualitative research approach was used which enabled researcher to analyse the data. Through this approach the analysis was done on subject area through thematic analysis. Through the approach the researchers gave a critique on appositive note when analyzing the implication of school environment dynamics on teachers attitude in public secondary schools in Kenya. The critique analysis provided a sound evaluation which offered suggestions in form of recommendations. Resolutions are made on how the school environment can be improved by Kenyan government and stake holders in order to improve the standards and the quality of education offered in secondary schools in Kenya. It seeks to establish the influence of the school environment and how it influences the teachers' performance in secondary schools in Kenya. This is in attempt to improve the knowledge of the concerned stakeholders as well as providing remedial measures to them.

CRITIQUE ANALYSIS OF THE IMPLICATION OF SCHOOL ENVIRONMENT DYNAMICS ON TEACHERS ATTITUDE IN PUBLIC SECONDARY SCHOOLS IN KENYA

Leadership support dynamic on teachers' attitude in public secondary schools in Kenya

For a school environment to be healthy the workers must have morale in what they are doing. In school administrations the principal should be able to unite all workers and create a conducive school environment. Most of the things are being controlled by principals. In work environment and therefore they play a major role in boosting teachers morale. In schools where teachers are threatened they tend to work lowly and give poor grades and this is what makes it important to create favorable work place conditions. When parent give support to teachers and work as a team, teachers feel more confidence and they own the student and as a result they work hard to give positive feedback to parents. Stress to teachers causes disturbances, fatigue and lack of job satisfaction and this leads to erosion of idealism, sense of purpose and enthusiasm. When teachers are empowered they end up improving their mean scores. When all their needs are met and are recognized they tend to post good results. A demotivated teacher does not have a good will and their fore he/she may go to work just to fill the days work and never get satisfied. In order for a school to achieve its goals its crucial; for leaders to work hand in hand. By treating the teachers well and empowering them administration should involve them in making the school programs and decision making processes. The principle should always stand behind teachers. Teachers should be nurtured and valued by the broader community.

Teachers remuneration dynamic on teachers' attitude in public secondary schools in Kenya

According to Okumbe [1998] suggested that the motivation of workers is enhanced when workers perceive equitable pay composed to their input. In Kenya teachers are inadequately paid and this has made them to be on strike for many years. Teachers union always say that teachers salary levels are low compared with other professions as a result of poor pay teachers has been forced to look for other income generating activities. When teachers engage in other income generating activities they have divided attention and this leads to poor performance in schools. Graduate teachers are lowly paid compared to other professionals in other fields yet they have the same grades. The cost of living is very expensive because the prices of commodities and food are high. When teachers are not adequately paid they will end up being absent as they will be looking for loans and other ways of surviving. Arrears that are never paid by government have resulted into frequent strikes. The government should ensure that teachers are well remunerated immediately they graduate and newly recruited teachers should not take too long to be put on payroll because this demotivates and frustrates teachers.

Teachers workload dynamic on teachers' attitude in public secondary schools in Kenya

Teachers in secondary school in Kenya have been overworked and this has been the co-thing of the poor performance in

secondary school. In boarding schools in some schools teachers have to work for evening and morning hours and this stretch off time leaves the teacher weary and unable to perform duties for their families and the larger community. The ratio of the students to teachers is too high that a teacher is unable to mark the books and teach the learners effectively since some schools has up to 60 students per class this population is too high for the teacher who maybe having inadequate learning resources like books and other laboratory facilities. Some teachers have other responsibilities besides teaching like being the head of department, boarding masters, patron of various clubs and society. As a result of this teacher find themselves competing with time since other extra curriculum activities will also require the supervision such as sports, music and other more staffs should employed in order to reduce the workload and non-teaching members who can facilitate in extra curriculum activities and this will give teachers time to relax and avoid stress related to illness.

Students discipline dynamic on teachers' attitude in public secondary schools in Kenya

School indiscipline overtime has been an issue of concern to many secondary Schools in Kenya. In Kenya most secondary schools have been known for indiscipline inform of bullying. Oriya (2005) and Njoroge (2005) all found that bullying of new students was widely reported in schools. Bullying has long term effects which can lead to drop out, lower social competence and other serious behavioral and emotional difficulties and therefore it should be prevented by academics, parents and other practioners such as psychological counselor. There has been violence in many secondary schools specifically fight. Indiscipline presents itself in many forms such as refusal to wear school uniform, teasing fellow students, striking, disobedience to prefects, refusal to take punishments and many others. According to Njoroge (2005) found that most common incidents of deviance were stealing, noise making, truancy, negative attitude and arrogance, drugs, sneaking out of school among others. Property damage is another problem in secondary schools especially when the students go on strike in 1999 in Nyeri School four students were severely burnt and died in hospital (Daily nation, 25th may 1999). The fire in Kyanguli High school in March 2001 in Machakos whereby sixty seven students died (Daily nation 27th march 2001) indiscipline among students has resulted to property damage in Kenyan secondary schools.

Teaching resources dynamic on teachers' attitude in public secondary schools in Kenya

Physical materials in terms of adequacy and quality have great impact in a school environment [Hussein 1978] A school with adequate instructional materials is likely to have good school mean score when a school lacks basic facilities like laboratories will affect the teaching of science subjects like biology, physics and chemistry .The teachers adopt theoretical teaching as an adaptive mechanism which end up affecting student performance reducing their competiveness. Teacher's morals are lowered when there is low quality and inadequate physical resources. According to Chimombe [2011] School environment which is not conducive for teaching may lead to low motivational and hence under performance. Yuma (2011) links performance in examinations to the state of teaching and

learning resources in school. Teaching and learning resources include classrooms, laboratory, libraries, plain fields, textbooks among others. Physical resources enhance a conducive environment that promotes effective teaching and learning.

Research Methodology

In this study a qualitative research approach was used which adopted a critical method design. An analysis of empirical data was done. The researcher gave a critique on a positive note when analyzing the implication of school environment dynamic on teachers' attitude in public secondary schools in Kenya. The critique analysis provided sound evaluation which offered suggestion inform of recommendation. The critical method offered the resolution to be undertaken by the Kenyan government on how the school environment can be improved. The researcher sought to justify the importance of school environment and its contribution and effect to the teachers and student in secondary school in Kenya. Both the teachers and students feel motivated when there are adequate learning resources in school and the teachers work in a conducive environment with minimal stress and strain.

Research finding

This study has found out that the school environment plays a major role in teaching and learning in school. For there to be quality education the schools must be well supplied with teaching resources as this boosts even the performance of teachers and students. Many schools in Kenya have inadequate teaching / learning resources and this has contributed to poor grades and mean scores in many secondary schools. The principals and B.OM members should create a conducive learning environment. Today live has become so much expensive interms of cost of living especially to low income earners. The price of commodities keep on rising and food which is a basic need to everyone is very costly. When teachers are inadequately paid they look for other alternatives to look for money in order to meet their needs. Mostly teachers rely on borrowing loans from banks and the problem of salary arrears has become a thorny issue and this has made teachers to be on strike now and then. There was a serious strike in 1997 since some teachers had not received their pay and leave grants. When teachers graduates they go for a long period before their salary is implemented. Newly recruited teachers also take too long to be put on the payroll and this demotivates and frustrate the teachers.

Recommendation

For the purpose of the study the researcher would like to make following recommendations.

- The principals and the B.OM of secondary schools in Kenya should ensure that they give support to the teachers by assisting them with required learning resources to create conducive environment for learning/teaching
- The government of Kenya should see to it that teachers are well paid and their salary arrears to be cleared to avoid frequent strikes which keep on disrupting the learning in schools.
- The teacher's service commission which is the employing bodies for teachers should employ more teachers to reduce

workload for teachers. More non-teaching staff like laboratory technicians should be employed to enable the teacher to work effectively

- The school administration should ensure that discipline is strictly followed by all students to avoid indiscipline issues in schools.
- The school administration should ensure that there is enough learning/ teaching resources in the school for effective delivery and good performance.

Conclusion

The government of Kenya has a responsibility to ensure that it gives basic education which is quality to its citizens. In Kenya the ministry of education ensures that there is quality education offered to people and students both in primary and secondary schools levels. The study has noted that the quality of education in secondary schools in Kenya is seriously affected by the nature of the school environment in the school work under the school environment must be conducive and teachers should be free from unnecessary strain and stress which hinders learning resources in a school will automatically affects the teachers.

The general concern is that government should be ready to give teachers good remunerations as teachers who are not likely to perform their duties well.

REFERENCES

- Ellen berg, F.C “factors affecting teacher morale” “NASSP Bulletin” 56, 12 (December 1972-76)
- Miller, William C. “staff morale, school climate, and education productivity” education leadership 38, 6 (March 1981) 483-86, EJ 243 839
- Rebecca karanja and Michael Bowen. Student indiscipline and academic performance in public secondary schools in Kenya. Du/2012/002
- School at K.C. 2002. SE Examination in Kenya international journal of innovative interdisciplinary research, issue 1Dec 2011.
- Sim, J. 2012. the burden of responsibility elite students' understandings of civic participations in Singapore. Educational review 64(2) may 2012, 195-220
