



**RELATIONSHIP BETWEEN TRAINING AND ENVIRONMENT ON PERFORMANCE OF FEMALE TEACHERS IN
SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA**

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Accepted: June 2, 2022

ABSTRACT

There are a host of questions about the underlying problem of teacher performance. This has been related not just to a ten-year-old collective bargaining agreement about wage and allowance increases, but also to concerns such as working conditions, rewards, selective training and teacher advancement favoritism. Female teachers in Bungoma County complain of being overworked and some face sexual harassment, poor remuneration, insecurity and are relegated to lower classes that are overcrowded and most of the times forced to take feminine duties in favor of their male counterparts. The goal of this research was to look into the relationship between training and working environment on performance of female teacher performance in secondary schools in Bungoma County, Kenya. The anchor theory of the study was Resource Based View Theory that was reinforced by Goal setting theory. The study adopted a descriptive research design. Data was collected using structured questionnaires from the female principals, deputy principals and general female teachers in eight secondary schools. The target population of the study was 337 and the study's sample size was 101. The study used stratified simple random sampling. Pilot study was conducted using 10% of the respondents before the questionnaire was distributed for data collection. Content, construct, expert opinion, and pre-testing were used to determine the instrument's validity. On the other hand, Cronbach's alpha reliability test was used to evaluate the instrument's reliability. With the help of SPSS version 26.0, the qualitative data was evaluated. To show the relationship between independent and dependent variables, inferential statistics (correlations and regression analysis) were used. Pearson correlation can assist in visualizing and defining the relationship between variables. Tables and figures were used to display data. The result on training indicates that female teachers training using and off job training was poorly managed by the schools and by the relevant bodies such as TSC. The results on working environment indicated that the work environment in Bungoma secondary schools were not conducive, friendly, and safe for teachers to perform their duties with ease. The study concluded that training practices, and work environment have positive effect on teacher performance. The research recommended that schools match tasks to skills, communicate effectively, make objectives clear and focused, provide rewards, and educate and develop their instructors in order to manage the quality of their work.

Key words: Working Environment, training, employee performance

CITATION: Makhamara, F. H. (2022). Relationship between training and environment on performance of female teachers in secondary schools in Bungoma County, Kenya. *The Strategic Journal of Business & Change Management*, 9 (2), 1234 – 1250.

INTRODUCTION

The propensity to enhance employee performance is particularly important in today's period, which has a highly competitive atmosphere amongst businesses, and this may be done through strengthening HRM procedures. Dawood is a character in the film Dawood (2015). Employee performance is defined as the use of information, skills, experiences, and talents to complete the set objectives or tasks efficiently and successfully by their supervisors. Employee performance is also important in terms of lowering costs by assessing the quantity and quality of work completed, increasing employee efficiency, achieving organizational goals, and, lastly, gaining a competitive edge. Ayanda is a term used to describe a person who (2011). Organizations all around the globe place a high value on employee performance, and teachers are no exception. As a result, teacher performance is a critical factor in the worldwide education industry. Various lawsuits have been instituted by high-performing schools around the world to deal with teacher performance. These disputes include improving instructions for teachers, monitoring, and armed teachers to adopt good teaching practices (Gerald and Phis, 2009). To achieve teacher performance, several countries have adopted different measures. McKinsey (2017) reports that, as one of the measures in Finland, teachers are subject to high-quality ongoing career development, they are equal to Australia for their teachers when it comes to starting their salary. According to Jones, Jenkin, and Lord (2016), England and Wales focused on rebranding the teaching profession by reforming remuneration, while Scotland implemented mandatory teacher professional development.

Worldwide, competitive businesses depend upon rareness and inimitability of the human resources in order to gain a competitive edge (Solten 2008). As such, HRM practices and their effect on performance, either individual or organizational has been extensively researched. According to Pzudion (2013) human resource management (HR) practices

are fundamental for any organization to grow and recognizes several crucial HR practices such as; rewarding and enhanced training, procurement of employees, recruitment and selection, evaluations, and security in employment. Hundley (2008) further notes that HRM has become an important facet to attain and sustainable competitive advantage. Human resource management opts for the finest recruits and coaches them with the precise expertise and capabilities that can notably equal the organizations.

According to a poll done by the Executive Educator and Xavier University in 2014, women held 37.7% of elementary school principal jobs, 20.5 percent of junior high/middle school principal roles, and 12% of high school principal positions in the United Kingdom in 2009. Women make up about seventy percent of the workforce in school education, according to Australian Department of Education Secretary Geoff Spring, who stated at a 2013 conference that "women make up about seventy percent of the workforce in school education; they are highly qualified and increasing their success as they seek and obtain formal leadership roles." Furthermore, there is still a long way to go before women in the education workforce are represented in leadership posts in the same proportion as males(Spring, 2016).

Gender roles that degrade women continue to characterize elements of life in Kenya, such as education and development (Government of Kenya and UNICEF, 2016). Even though the proportion of educated female instructors has been rising at a quicker rate than that of male teachers, the progress in educational management has not kept pace (MOEST, 2000). While the majority of research on women in educational administration focuses on their underrepresentation, fewer studies have offered limited insight into the nature of the challenges women confront in efficiently and successfully running schools.

Performance

Performance of employees shows an organization's potential to fulfill organization's objectives

effectively (Venkatraman 2016). The workplace dedication of workers, the work values of employees and the coherence that employees exhibit in a business setting may be assessed in various ways. The quantity and quality of the product relate to it. It considers the prompt performance and presence, the efficiency of the finished task and the efficiency of the finished work (Mathis & Jackson, 2019). Employee performance means that a person or individual successfully completes the task assigned and measured by an organization's supervisor. It means complying with predefined and approved norms and using available resources efficiently and effectively in a changing context. Aguinis (2009) believes, not only the employee's behavior outcomes but the conduct itself are included in the performance criteria. Everything about performance is behavior or what workers do, and not only what employees do or what their job results. Carlson (2013) suggests five management techniques for human resources which might impact performance. They include establishing the level of competitive remuneration, training and development, the recruiting package, performance evaluation and morale retention.

School performance was measured according to the stakeholders measuring it in various paradigms. Most schools measure their school average and classify them from the highest to the lowest. Despite the school ban ministry, the practice in Kenya is still done. This meant that parents who chose high school at the entrance level could be demystified. To measure performance, test scores were used. This is not done in the public at school level. Competition between topics and for different years is supported. The commitment of the teacher is another common measure used to measure the teacher's performance. These are normal evaluations to test the teacher's effectiveness. A further step in the analysis of the teacher's performance is the curriculum coverage.

Employees must be taught and developed to satisfy their personal professional requirements as well as the needs of the business, according to (Asare,

2002). Job or task-oriented training is provided. Its goal is to help people do a better job at what they're doing right now. Development, on the other hand, is focused on a person's career rather than a job. Its goal is to prepare people for future positions of greater responsibility (Asare, 2002). Training and development, according to certain ideas, has a good impact on employee performance, which in turn has a favorable impact on profit or revenue (Björkman and Pavlovskaya, 2011). The working environment in which an employee works, also affects the performance of the subject or school. A teacher's immediate surroundings includes school policies, student abilities, laboratories, libraries, and other school amenities (Oyowo, 2015). They are the external factors that influence the teacher's ability to educate. The study will examine the teacher's work space, housing, and workload to determine the working environment.

Female Teachers in Bungoma County

Women leadership in education sector in Bungoma has been on a steady growth despite the attitude that community still hold about women. The education system that came up with rules ensuring that girls schools to be led by female heads and mixed schools to ensure female leaders are included in the administration has enabled female leaders to be seen and heard in the Bungoma South Sub County of Bungoma county Kenya (Wanjala, (2016). Past studies have shown that there have been renowned female leaders in the region over the past period of years among them being Mrs. Nolega Lugulu Girls schools that instilled high levels of discipline and improved the performance of the school. She managed to bring the school to top three in the entire country. Schools like Cardinal Otunga, Namachanja, and Chebukaka among others are schools that have been led by female leaders and are performing well.

The teacher's service selection process of the leaders in these schools depends on gender and the capability of the candidates. In the case of a girl school, only female teachers will be short listed for the interview because the gender aspect is one of

the requirements for both the principal and the deputy. The case in the mixed schools is different for the qualifications of each gender will matter Grogan (2010). The working environment of the schools have determined the performance of these leaders to some extent for there are hostile areas that have not fully embraced female leaders in the community thus reducing the productivity of the leaders. The female teachers who are in boys schools led by the male principals have also been given leadership roles and responsibilities such as the heads of departments, director of academics among others and it has been proven that their work is excellent and many departments led by the female teachers have performed better than these led by the male colleagues in the same school (Fink, Markholt & Bransford 2011).

Statement of the Problem

The fundamental issue of low teacher performance is linked to the rewards system. Continuous strikes have plagued Kenya's education sector for the past five years (KNUT, 2018). This has been related to a ten-year-old collective bargaining agreement regarding wage and allowance increases. The raise was intended to improve a teacher's living and so push them to perform better, but the government viewed it as excessive spending. According to Mutua (2015), a school's effectiveness is totally dependent on the effort of its teachers, and if a teacher is dissatisfied with her employment, she will not put effort into her teaching duties. Mismanagement of quality assurance, according to Kodzi et al. (2016), has been a source of low performance among female instructors in Bungoma County. Kassim (2014), on the other hand, clearly asserts that bad employee work performance is caused by poor rewards, job insecurity, and terrible working circumstances. Female teachers in Bungoma South Sub-County complain of being overworked and some face sexual harassment from the male colleagues and not remunerated adequately. Male teachers are favored more when it comes to promotion, hence demoralizing the female teachers. Female teachers are relegated

lower classes that are overcrowded and most of the times forced to take guiding and counseling duties in favor of their male counterparts. This has decreased their concentration in teaching. Due to female rivalry in schools, some female principals favor male teachers over female counterparts.

Objective of the study

The objective of this study was to examine the relationship between training and working environment on performance of female teachers in secondary schools in Bungoma County, Kenya

Research hypothesis

Training and working environment have no significant relationship on performance of female teachers in secondary schools in Bungoma County, Kenya

Significance of the study

The study would be valuable since it would produce information that would benefit public secondary schools in Kenya in general, as well as other education stakeholders in the sector in Bungoma County in particular. The study's findings would assist education stakeholders in developing effective human resource management methods that would increase teacher performance. The study would add to the existing database of knowledge, which academics and researchers can consult when conducting research. Further research would aid by the findings of this investigation.

Scope of the Study

The study explored the effect of training and working environment on the performance of women teachers in Bungoma County, Kenya, secondary schools. Study variables were Training and working environment and employee performance. The study explored the impact of Training and working environment on the performance of women teachers in Bungoma County, Kenya, secondary schools.

LITERATURE REVIEW

Theoretical Framework

This study used the Resource Based View (RBV) theory and the goal setting theory to support the variables in the study.

Resource Based View Theory

Penrose (1959) was the first to advocate for the Resource Based View, arguing that greater performance is attained when a firm's resources are under its control. The resource-based paradigm of HRM emphasizes the workforce's strategic worth as well as workplace learning concerns. As a result, it looks to take a softer approach to HRM. Penrose was the first to think of a company as a collection of productive resources. They distinguish between physical and human resources, according to Boxall Penrose (1987), and focus on aspects of learning, such as the management team's expertise and experience. According to Armstrong (2009), resource-based theory understands that a firm's strategic capability is determined by its resource capability, particularly its human resources. Humans, or people, are a highly valued resource.

Davidson et al. (2009) describe capability as "complicated bundles of skills, acquired knowledge, aptitude, and experience that enable a firm to manage its operations and make use of resources to achieve performance through resource coordination and proper usage." According to Hamel and Prahalad (2008), companies may gain a competitive edge by developing human resources via learning organizations and learning and practicing ahead of their competition in the healthiest way possible. According to Heery and Noon (2007), competitive advantage refers to a scenario in which a company is adopting a strategy that its present or future rivals have not embraced. Temporary competitive advantage is fleeting, but long-term competitive advantage is permanent. Purcell et al. (2003) claim that any company may attain sustainable competitive advantage by developing remarkable, non-imitable strategies, beliefs, policies, and practices, which stems from a resource-based strategy.

As a result, a strategy that is always aimed towards the virtues of internal resources, particularly human resources, and deployed through a benchmarking effort will provide a sustainable competitive advantage. The basic concept of this theory is that resources are the driving forces in HRM, and that human resources and managers are particularly important in understanding the emerging trends in knowledge, learning, and learning companies. The resource-based theory stipulates the belief that high-quality human resources must be produced and exploited in order to achieve organizational and personnel goals with great success.

The Competitive Advantage (CA) is based on the resource-based view theory that the ownership of unique resources and capabilities must meet the requirements of valuability, scarcity, inimitability and non-substitutionability (VRIN). The company's success is supported by valuable resources. Because fewer companies have access to resources, rare competition is ideal. Inimitable resources are hard to duplicate and non-replace, so they are not replaced quickly (Arend & Levesque, 2010, & Barney, 2011). According to Barney and Hesterly (2010), competitive advantage is gained through valuability, rarity, inimitability, and organization. An organization establishes rules and procedures to make the usage of VRIN resources as simple as possible. The Resource Based View Theory was useful in this study because it will help the Ministry by emphasizing variables that lead to outstanding performance (Lockett, et al, 2009). The commission's executives will be able to pick the most significant strategic elements to invest in from a list of possible strategic factors using Resource Based View, training, employee performance variables that the theory supports.

Goal Setting Theory

Latham and Locke (2002) expanded the idea, emphasizing goal-setting and the support of decision-making rights as a foundation for employee success. The goal setting theory, which claims that the development of clear and quantifiable objectives has a direct link with

performance, was the first to be used in this study. When managers know what they're striving towards, they're more motivated to put in more effort, which boosts productivity (Locke & Latham, 2002). De Waal (2007) points out that it demands that organizing members be given the chance to have a favorable impact on their outcomes and the freedom to act. This indicates that individuals must be permitted by their management to take action on problems independently and promptly without first seeking permission. Decision rights allow workers to be more involved in deciding on matters which influence their job (Locke & Latham, 2002). This implies that employees have their input in establishing the proper key performance indicators (KPIs) in connection to their job duties, and the mandate to set up critical success factors (CSFs). According to Armstrong, it is most probable (2006) that workers are empowered to achieve or to surpass their performance objectives and operate in a favorable atmosphere, taught to take choices and to resolve questions about the outcomes for which they are responsible. Therefore, this study supports workplace and training factors.

Empirical Literature Review

This section looked at various areas of study that have been carried out by other authors. It also summarizes in table format the gaps

Training Practices and Employee Performance

Marjory Marjory (2017) the article investigated training at workforce level in the CEE area and examined their influence on the overall performance of employees. CRANET data was utilized to offer a comparative picture of training and development in key CEE countries from CRANET international surveys of HR practices. The training practices and approaches to study and their impact on employee performance have been evaluated between international and domestic market organisations, and data from 1147 companies in eight countries (Bulgaria, the Czech Republic, Estonia, Hungary, Lithuania, Slovakia, Slovenia and Serbia). The results showed that the implementation of more advanced training

techniques helped to improve the organizational performance. The starting point for this study was the performance of the organization during the present study on the performance of the employees. The trial was also carried out in the region of CEE.

Nassazi (2013) examined the impact of training and development performance as a case study of Uganda's telecommunication sector. Four goals were created to better comprehend the study's goal, with the first focusing on identifying current training programs in the sector, the goal of the training given, the techniques utilized, and lastly the impacts of training and development on employee performance. The research was based on three case studies of Uganda's largest telecommunications carriers. A questionnaire with 18 questions was given to 120 respondents as part of a qualitative research method to data gathering. Based on this sample, the results show that training has a significant impact on employee performance. Human resource managers, human resource policymakers, as well as government and academic organizations, can benefit from the findings. This study was based on case studies and was performed in the Ugandan telecommunications industry, whereas the present study in Kenya was a descriptive study.

Odera (2011) researched whether training in Kenyan public health is an important strategy for increasing employee productivity. The Mbagathi District Hospital has made this feasible by researching numerous factors affecting the organization in terms of its performance, success and survival. The research also attempted to evaluate different elements of performance, such as enhanced productivity, efficiency, quality, morale, and collaboration, in relation to particular training and development techniques used by Kenya's health sector. The study was confined to the District Hospital of Mbagathi. The 402 people working at the Mbagathi District Hospital were the target population. A stratified random selection approach was used to choose 160 employees from

this target demographic. Data were gathered using the SPSS software using structured questionnaires and analyzed using descriptive statistics such as percentages, frequencies and central trend measurements. This study was done in the health sector, but the present study was undertaken in the educational sector, using 338 female teachers in Bungoma County as the population.

Working Environment Practices and Employee performance

Bushiri, (2014) study on the performance of employees at the Institute of Finance Management, Dares Salaam, aims to evaluate the influence of working environment. Descriptive research design has been employed for this study. For selecting the respondents for the study, the simple random sampling approach was employed. Fifty (50) respondents were composed of 25 senior employees and 25 (25) junior employees. For data gathering, structured questionnaires have been employed. The results show that the working environment of the organization has an influence on responders. The research also found that if the issues mentioned in the research are dealt with by management, employees will enhance their performance. Problems are flexibility in the working environment, distraction of the work noise, interpersonal connections between supervisors and workers, availability of employment assistance, the use of the feedback on performance and the improvement of work incentives for employees to carry out their jobs. In conclusion, the research advised that the company conduct periodic meetings with its employees in order to address its complaints to the management and provide the staff with a motivation. In order for the organization to achieve what its purpose and vision is, management needs develop ways and means to communicate its objectives and plans to its personnel. The gap is that this study was carried out in Kenya on working environment practices for employee performance at the Finance Management Institute in the region of Dar es Salaam.

Omari (2017) examined the impact on employee performance of the work environment. A case study with a sample size of 85 employees was carried out by the engineering firm. In addition to the literature analysis, a quantitative approach was utilized which implies a cross-sectional survey to meet the study objectives. In connection to aspects of the work environment, including noise, air, light and color, space and employers satisfaction were studied. Different dimensions were examined. The data was analyzed with the help of (SPSS, Version 22). Findings show that the situational constraints of elements such as noise, office furnishings, ventilation and light are key conditions of work which adversely influence and should have greater attention to the job performance. Employers are encouraged to take steps to motivate staff by enhancing their working environment. The workers' motivation increases their work performance and achieves the intended results and objectives. Therefore, employers are more satisfied.

Aditya (2015) study aimed at showing the effect on the performance of employees of work environment practices. The investigation was carried out at the Manado Branch of Calaca in PT Bank Artha Graha International Tbk. The responses included all the workers of the bank (30 employees). This investigation is causal and the data are obtained via surveys and the analysis of multiple regressions. The results demonstrate that all variables concurrently have a substantial impact on employee performance. However, portion of the workplace only has an important impact on the performance of employees, whilst the other elements do not influence employee performance considerably. At order to increase their motivation to work in this bank, the company needs pay more attention to its people. The difference is that the study dealt with the influence on employee performance of the working environment. The investigation was carried out at the Manado Branch of Calaca in PT Bank Artha Graha International Tbk. At this study, women teacher in secondary schools

in Bungoma County Kenya work environment practices and workforce performance are discussed.

Gitonga (2015) has conducted impact research on employees' performances in the Kenyan government departments in the working environment. Based on 2012 performance contract reports, the target population was chosen from 6 ministries. There were 7913 of the total population and 367 according to the sample size table (Krecie & morgan 1970). The selection of the sample was based on stratified random sampling approach. The study was carried out utilizing a questionnaire of chosen government ministry descriptive research design and primary data. The validity and reliability

of the device for data gathering were tested using a pilot study. SPSS version 21 has examined the data. The study utilized quantitative analytic methodologies and correlated data, and showed that the factors had a substantial and beneficial effect on Kenya's organizational performance. The most important component was the psychosocial environment and its favorable connection at a significant 5% level. The report proposes that effective measures to improve the performance of employees in Kenya's government departments as set forth in the study should be guaranteed. The limitations of the study include the impact on the performance of employees in the Kenyan government departments of the work environment.

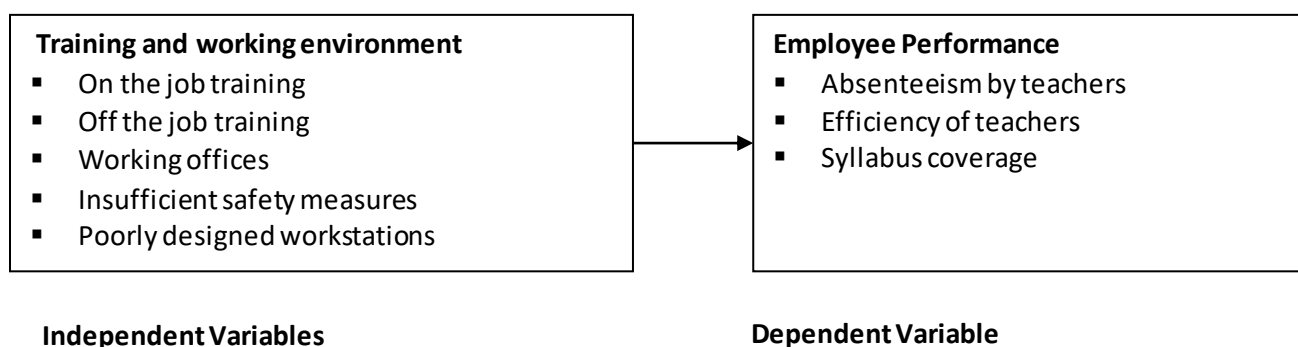


Figure 1: Conceptual Framework

METHODOLOGY

The research was conducted using a descriptive research design. The target population of the study consisted of Female teachers in Secondary schools in Bungoma South Sub-County in Bungoma. Bungoma South Sub-County has 18 secondary Schools. Of this we have 8 female principals, 11 deputy principals and 318 female teachers. This brought the target population to 337. 101 participants was the sample size of this study. Research used a questionnaire to collect primary data and secondary data. Secondary information is collected from documents received by the Education Director of Bungoma County.

Validity testing and reliability testing was conducted using various statistical tools. Content, construct and face to face validity was used in this investigation. The reliability of the questionnaire was statistically assessed using the alpha of Cronbach to determine internal consistency. In order to assess the inner dependability of the measuring equipment, the cronbach alpha is an internal consistency metric. In 1951, Lee Cronbach created it as a measurement of the internal consistency of a test or scale and usually as a number of 0 to 1. An overall dependability coefficient of 0.7 is approved and the higher the rating, the more dependable it was.

For statistical analysis, the researcher prepared data. Data was cleaned for the proper completion, accuracy, and consistency of the questionnaires. The coding was carried out to facilitate the analysis and recording of qualitative data in the Social Sciences Statistical Package (SPSS). In descriptive and inferential statistics, quantitative statistics was analyzed. Descriptive analyses were carried out by correlation and multiple regression analysis on frequencies, standard deviation and percentages

while inferential analysis were done through correlation coefficients. Data was then presented in tables.

FINDINGS AND DISCUSSIONS

This chapter presents the results based on the study general and specific objectives. The objectives were broken down into proxies which were included in the questionnaire. The research presented the results in summarized form in tables and figures.

Response Rate

Table 1: Presents the Response Rate

	Frequency	Percentage
Completed	88	87%
Uncomplete	13	13%
Total	101	100.0

Sources: Survey Data (2022)

The result in table 1 presented that the completed questionnaires were 88, representing 87% response rate. According to Mugenda and Mugenda (2013), this was an excellent response and was sufficient for data analysis.

Validity and Reliability Results

The validity and reliability tests were carried out to determine the dependability of the research instruments. The results were as follows

Table 2: Reliability Tests Results

Constructs	No. of Items	Alpha Values	Remarks
Training Practices	7	.843	Reliable
Performance Appraisal Practices	5	.789	Reliable
Reward Practices	5	.796	Reliable
Working Environment	7	.809	Reliable
Employee Performance	5	.803	Reliable
Aggregate Score	29		

The results in table 2 indicated that training practices had an Alpha value of .843, performance appraisal had .789, reward practices Alpha was .796, working environment Alpha was .809 and employee performance Alpha was .803. Cronbach's Alpha values were within the suggested range of 0.7 to 0.9, indicating that the data gathering procedure for the measurement was reasonably trustworthy.

gathered information on the gender, age, education, and job experience of secondary school teachers.

Demographic Results

People from various demographic backgrounds, such as gender, age, educational background, job experience, and ethnicity, may hold contrasting views on a certain studied topic. This research

Gender of the Respondents

The whole of the population was female teachers and therefore 100% of the targeted population consisted of female employees working in secondary schools in Bungoma County, Kenya.

Marital Status

The study aimed to determine the marital status of the female employees. This helped to determine how other responsibilities at home may have impacted on the teacher's performance.

Table 3: Marital Status

	Frequency	Percent
Single	41	46.6
Married	28	31.8
Divorced	7	8.0
Widow	12	13.6
Total	88	100.0

Source: Survey Data (2022)

The results on marital status indicates that majority of the female teachers in Bungoma county were single (46.6%). This indicates that majority are single parents and that the reward, appraisals, working environment and training practices may be

very vital for the improvement of their livelihood hence improved performance.

Age Brackets

In this part, the age of the respondents was discussed, and the findings were summarized in table 4.

Table 4: Analysis on Age of the Teachers

	Frequency	Percent
18 to 25	02	2.3
26 to 30	07	8.0
31 to 35	22	25.0
36 to 40	17	19.3
41 to 45	25	28.4
46 to 50	08	9.0
Above 50 years	07	8.0
Total	88	100.0

The results presented that the majority of the teachers had 41 to 45 years (28.4%) and the second highest category had 31 to 35 years. However, there was fair representation in every age category. As a result, there was fair age distribution in the secondary schools indicating a high possibility of

experience and energy in the represented secondary schools in Bungoma County.

Level of Education

The goal in this section was to find out how educated the employees were. Table 5 is a summary of the findings.

Table 5: Level of Education

	Frequency	Percent
College(Diploma Certificate)	07	8.0
Degree(Undergraduate)	56	63.6
Master Degree	25	28.4
Phd	0	0.0
Total	88	100.0

Source: Survey Data (2022)

According to the survey, 63.6 percent of teachers have earned a bachelor's degree, 28.4 percent have earned a master's degree, and only 8 percent have earned a diploma certificate. The results of this study were impacted by undergraduate degree

holders, who make up the majority of the workforce, as indicated in table 5. This shows that the data was gathered from informed and professional individuals.

Work Experience

Table 6: Work Experience Analysis

	Frequency	Percent
1 to 3	09	10.2
4 to 6	19	21.6
7 to 9	23	26.1
More than 10 Years	37	42.1
Total	88	100.0

Source: Survey Data (2022)

According to the responses, just 7.5 percent of the participants had worked as teachers 1 to 3 years, 21.6 percent had worked for four to six years, 26.1 percent had worked for seven to nine years, and another 42.1 percent had worked for more than ten years. This indicated that the vast majority of research participants have spent sufficient time teaching in secondary schools in Kenya.

Descriptive Analysis

The study used mean and standard deviation as measures of central tendency to evaluate how the

respondents agreed with various statements presented to them. High mean indicated that the respondents agreed with the statements while the standard deviation (Std.Dev) presented the variation or the dispersion rate. The researcher mostly used the aggregate mean to analyse the results.

Training Practices

The first objective was on training practices. The results relating to the proxies of training practices were summarized below.

Table 7: Analysis Based on Training Practices

	Mean	Std. Dev
My school conducts workshops for female teachers every year	3.04	.789
The school has provision for staff development	3.44	.995
My supervisor recommends training programmes that improve my performance after staff appraisals	2.71	.822
Female teachers are always included in training programs by the school	2.49	.712
Promotion of female teaches is pegged on their training	2.48	.699
My school sends me for training outside the school	2.98	.777
My school always conducted in-house training for teachers equally	2.79	.809
Aggregate Mean	2.85	0.800

Source: Survey Data (2022)

The result on training indicates that female teachers training through on and off job training was poorly managed by the school and relevant bodies as indicated by the low mean ranging from 2.48 to 3.04. The aggregate mean of 2.85 indicates that the training practices were lowly used and that the teachers were hardly included in the training programs. The low standard deviation indicates low variation from the mean indicating that majority of the teachers disagreed that training practices was well practiced. Nassazi (2013) found that training

has a significant impact on employee performance. Odera (2011) supported the study findings in his study in Kenyan public health that training practices are important strategy for increasing employee productivity.

Working Environment Practices

The results on working environment practices was summarized in Table 8. The results related to condition of working offices, safety measures and workstations.

Table 8: Analysis Based Working Environment Practices

	Mean	Std. Dev
My employer provides very effective counselling services	2.41	.409
My employer provides satisfactory childcare programmes	1.88	.775
My employer provides activities that reduce on stress due to overcrowded classes	2.71	.612
My supervisor prepares work-schedule and duty roasters through consultations	2.22	.611
Staff welfare programmes are effective especially during sickness and grief	2.72	.476
My supervisor gives me leave to take care of and support my sick family member	2.67	
Breastfeeding mothers are entitled to flexible working arrangements to take care of their children	2.19	.522
Aggregate Mean	2.4	.57

Source: Survey Data (2022)

On aggregate, the working environment practices indicators under the likert scale matched with disagree key indicating that the working environment in Bungoma secondary schools were not conducive, friendly and safe for teachers to perform with ease. The results were supported by very low means ranging from 1.88 to 2.72 and the very low standard deviation ranging from 0.409 to 0.611. The central tendency measure indicated they are reliable in measuring the employees opinion relating to condition of the buildings, safety and workstations arrangements.

Bushiri, (2014) results showed that the working environment of the organization has an influence on employee performance. The results indicated there is need to work on training flexibility in the working environment, distraction of the work noise,

interpersonal connections between supervisors and workers, availability of employment assistance, the use of the feedback on performance and the improvement of work incentives for employees to carry out their jobs. Omari (2017) found that, in connection to aspects of the work environment, including noise, air, light and color, space affects employee's satisfaction. Gitonga (2015) found that most important component was the psychosocial environment and its favorable connection at a significant 5% level.

Employee Performance

It was key to determine the teacher's performance and relate it to the independent variables. The employee performance indicators were Absenteeism by teachers, Efficiency of teachers and Syllabus coverage.

Table 9: Analysis on Employee Performance

	Mean	Std. Dev
Family responsibilities do not influence my job efficiency	2.69	.623
Working from home is effective and does not affect my performance	2.84	.491
Employee support programs have a beneficial impact on work satisfaction among employees.	3.52	.701
The resource utilization has improved as a result of work-life balance.	2.22	.610
Staff performance is effective when one has no family responsibilities.	2.70	.570
Aggregate Mean	2.79	0.60

Source: Survey Data(2022)

The results in table 9 indicated that the job efficiency, quality of work and timely delivery of services based on the syllabus was compromised by teachers in Bungoma County. These was supported by low aggregate mean of 2.79 and low aggregate

standard deviation of 0.60. This clearly indicates that the teachers performance in public secondary schools Secondary schools in Bungoma South Sub-County was below the set TSC standards as

indicated by low efficiency, absenteeism and poor coverage of syllabus.

Inferential Analysis

Correlation, model summary, analysis of variance, and regression analysis were all used in the inferential study.

Correlation Analysis

The correlation coefficient was utilized to determine the degree and type of the association between variables.

Table 10: Correlation Matrix

		Training	Appraisal	Work Environment	Reward	Employee Performance
Training	Sig. (2-tailed)	1				
	N	88				
	Pearson Correlation	.109	1			
Work Environment	Sig. (2-tailed)	.129	.121			
	N	88	88	88		
	Pearson Correlation	.279**	-.139	.557**	1	
Employee Performance	Sig. (2-tailed)	.000	.000	.000	.000	
	N	88	88	88	88	88

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

Sources: Survey Data (2022)

The study found a strong, positive, and significant relationship between independent variables (training practices, working environment,) and employee performance (P=0.767, P=.687), with all sig values equal to.000. Individual variable interrelationships were insignificant at the 95 percent confidence range (P>0.05).

Model Summary

The coefficient of determination and the coefficient of correlation were reported in the model summary. The coefficient of determination is a measure of how much variability in one component can be explained by its connection with another. The coefficient of correlation is a metric for determining the strength of a relationship between two variables.

Table 11: Model Summary

Model1	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818 ^a	.669	.631	1.11119

a. Predictors: (Constant), Training, Work Environment

Source: Study Results (2021)

According to the research in table 11, the coefficient of correlation, R, was 0.818, and the coefficient of determination, R², was 0.669 at the 5% significance level. This suggests that changes in

independent factors like training (X1), assessment (X2), work environment account for 66.9% of changes in dependent variables (employee performance). Variations in other factors not

incorporated in the model were responsible for 33.1 percent (100-66.9) changes in employee performance. This indicates that there was a statistically significant and favorable relationship between employee performance and human resource management methods (R=0.818).

Analysis of Variance

According to Hair (2011) Analysis of variance could be used in determining overall model significance.

Table 12: ANOVA^a

Model		Sum of Square	df	Mean Squares	F	Sig.
1	Regression	314.614	4	78.653	37.543	.000 ^b
	Residual	173.856	83	2.095		
	Total	488.47	87			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Training, Working Environment.

Source: Survey Data (2022)

At a 95% confidence level, the whole model was significant in capturing the association between human resource management techniques and employee performance (sig=0.000). As a result, at least one variable may be utilized to explain employee performance fluctuations.

working environment. The study gave coefficients of regression statistics for determining the performance of secondary school personnel in Bungoma South sub-County. Regression analytics is achieved using beta coefficient tables in the study.

Coefficients of Regression Model

To find out if there is a link between the several factors, such as training practices (X 1), (X 2),

Table 13: Regression Coefficients

Model		Un standardized Coefficient		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.256	1.269		12.875	.000
	Training	.789	.086	.316	9.524	.000
	Work Environment	1.136	.093	.525	14.157	.000

a. Dependent Variable: Employee Performance

Source: Study Results (2021)

The adopted study Model was $Y=16.266 +0.789$ training + 1.136 working environment + ϵ

The model's results show that if training methods, working environment practices were all held constant, employee performance would be 16.266 units. The findings also revealed a positive link between training methods and employee performance, with changes in training practices leading to 0.789 unit changes in employee performance ($\beta_1=.789$, sig =0.000). The results agreed with Nassazi (2013) that training has a significant impact on employee performance. Odera

(2011) supported the study findings in his study in Kenyan public health that training practices are important strategy for increasing employee productivity. The findings suggest that workplace environment and employee performance have a positive and significant link. For every unit change in working environment practices, employee performance changes by 1.136 units. The results of the regression on the impact of the workplace on employee performance demonstrate that the workplace has a significant positive impact on employee performance. This shows that excellent

work environment modifications result in improved employee performance. The study was supported by Bushiri, (2014) that the working environment of the organization has a positive influence on employee performance. Omari (2017) found that, in connection to aspects of the work environment, including noise, air, light and color, space affects employee's satisfaction.

CONCLUSIONS AND RECOMMENDATIONS

The result on training indicated that female teachers training through on and off job training was poorly managed by the school and by the relevant bodies such as TSC. The training practices were slowly used and that the teachers were hardly included in the training programs. The study found that training has a significant impact on employee performance. The results on working environment indicated that the work environment in Bungoma secondary schools were not conducive, friendly and safe for teachers to perform their duties with ease. The results were supported by employee's opinion relating to condition of the buildings, safety and workstations arrangements which according to them were poor. The results indicated there was need to work on training flexibility in the working environment, distraction of the work noise, interpersonal connections between supervisors and workers, availability of employment assistance, the use of the feedback on performance and the improvement of work incentives for employees to carry out their jobs with ease.

The study concluded that there is a positive correlation between training practices and employee performance such that changes in training practices leads to positive unit changes in employee performance. The study concluded that workplace environment and employee performance

have a positive and significant correlation. For every unit change in working environment practices, employee performance changes positively. This shows that excellent work environment modifications result in improved employee performance.

In terms of training, the study recommended that teachers should get on job training based on the observed training gaps by the secondary school principals. According to the report, training assessments should take into account individual members' demands as well as a person's professional growth route. The research suggested that schools match tasks to skills, communicate effectively, make objectives clear and focused, provide rewards, educate and develop their instructors in order to manage the quality of their work. The study suggested that school administrators take an interest in teachers' professional development in order to improve their performance. They should also take into account the instructors' fresh ideas and offer them the opportunity of receiving incentives for their efforts.

According to the study, in order for school administrators to achieve goal alignment across their teaching staff, they must first properly explain their school's strategic objectives to the whole workforce. Understand the duties that go along with specified goals, which should be quantifiable, explicit, realistic, relevant, and time-bound. The process of establishing standards and objectives should be a joint effort between teachers and school administrators. According to the study, the school should have a system in place to monitor their instructors, which should be designed as part of a systematic monitoring and assessment of the class and teachers' work.

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