



# **Examining the Relationship between Work Environment and Students' Academic Performance in Mandera East Sub-County, Kenya**

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## **Authors' contributions**

*This research work was carried out in collaboration between both authors. Author ARM designed the study, performed statistical analysis, wrote the protocol, wrote the first draft of the manuscript, edited and made all the corrections. Authors JMG and RM supervised all the processes involved in preparing the manuscript. All the authors read and approved the final manuscript*

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## **ABSTRACT**

The objective of the study was to establish the relationship between work environment and students' academic performance in Mandera east sub-county, Kenya, this study was anchored on Scarcity theory. The research employed a pragmatic research philosophy and adopted a survey research design. The target population was 62 (comprising 54 teachers and 8 principals of secondary schools in Mandera East Sub-County). While the teachers responded to the

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questionnaire, the principals participated in interviews as key interview informants. Since the target population was small, manageable and accessible the study used a census where the sample size was 62 respondents; comprising the 54 teachers and 8 principals of secondary schools in Mandera East Sub-County. Interviews and questionnaires were used in secondary schools in Mandera East sub-county, Kenya, as a data collection method. The questionnaire was tested for validity using content validity and reliability using Cronbach's Alpha. The study revealed that at  $\alpha=0.05$ , work environment, was an estimator of students' academic performance in Mandera east sub-county, Kenya. The study recommends that schools in Mandera east sub-county, Kenya should; create strategies for enhancing their work environment by providing incentives to drive teacher's satisfaction with the work environment, review their strategies on supply of teachers through ensuring that they have the number of teachers they require at any given time and develop strategies to mitigate teacher turnover strategies.

*Keywords: Academic performance; teacher's satisfaction; work environment.*

## 1. INTRODUCTION

### 1.1 Background to the Study

Globally, education researchers and practitioners have brought to light the effects of teacher on educational performance (Viano, et al,2022). This is due to the fact that education is not administered by just anybody. So, teachers must organize and conduct lessons so that students can meet their learning objectives [1]. Thus, a teacher's work environment, subject-matter expertise, communication skills, emotional stability, interpersonal relationships, and job interest all have a big impact on how well students perform academically. Teachers' qualities that can be tested come from their academic backgrounds and work environment. This evaluation focuses on teacher qualities that could be recognized and applied when selecting new instructors in order to improve students' academic achievement [2].

This evident in Kenya where there is severe shortage of teachers in Mandera East Sub County where in the 57 secondary schools in Mandera County, 17,300 students are being taught by 324 teachers [3]. While in Mandera County, every school with more than 200 students, ranging from Standard Eight to First Grade, is run by a single teacher, there is one teacher per school in Mandera East Sub County. More so, according to recent data, the majority of schools in the nation have seen a decline in their students' KCSE academic performance as captured in Table 1 [3].

Accordingly, teachers deserve particular attention, given that education plays a vital role in the future generations and society at large [4]. In light of this, a lot of scholars have focused on the workplace, believing that a happy workplace would be beneficial for raising teacher satisfaction and inspiring them to work more productively. The work environment has long been known to influence teachers' motivation and productivity in organizational settings, making it a frequently studied component in occupational and organizational psychology. It has been shown that a teacher's ability to accomplish objectives, ensure job happiness for staff members, and improve performance depends on their work environment [5]. As stated by Olajide et al. [6], enhancing the standard work process can be achieved through managing the work environment by resolving potential workload-related issues, appreciating staff members for their efforts and behaviours that advance the goals of the company, and encouraging cooperation and support among peers at work. Therefore, the work environment that are crucial for improving performance of students since the teachers are very satisfied with the work environment given that the work environment allows teachers complete all their tasks on time and there are adequate resources accessible to teacher whenever they need. It is for this reason that the current study sought to establish the effects of teachers work environment on students' academic performance in Mandera east sub-county, Kenya.

**Table 1. Mean performance of schools in mandera east sub county**

Year	2016	2017	2018	2019	2020
Performance	4.23	3.43	3.78	3.65	3.19

## 1.2 Statement of the Problems

Teachers are arguably the most important members of the educational staff because they give students a purpose and inspire them to work hard so they can succeed in life [7]. In light of this crucial role, the number of teachers serves as an important factor in determining students' academic standing and serves as a marker of the calibre of education [8]. But, due to teacher dissatisfaction, students' academic performance in Madera East Sub County has been declining [9]. In particular, over the past five years, the majority of Madera County's public secondary schools have had dismal performance. The students in Madera County have persistently reported low exam scores for an extended period of time, even though the entire nation uses the same curriculum and exams. In Madera County, every school with more than 200 students, ranging from Standard Eight to First Grade, is run by a single teacher. There is one teacher per school in Madera East. In the 57 secondary schools in Madera County, 17,300 students who have reported back, are being taught by 324 teachers. However, according to recent data, the majority of schools in the nation have seen a decline in their students' KCSE academic performance [3]. Accordingly, the education sector's stakeholders are extremely concerned about the declining academic performance of students in the Madera West Sub-County [8]. Although research has been done on teacher shortage and student performance, there is inconclusive research findings on the manner in which work environment affects students' academic performance in Madera east sub-county, Kenya. This motivated the current study to be carried out to fill the gap and provide sufficient information of the subject under study to the respective stakeholders.

## 1.3 Objectives of the Study

The study objective was to examine the effects of teacher work environment on students' academic performance in Madera east sub-county, Kenya

## 1.4 Hypotheses

H<sub>01</sub>: There is no significant relationship between work environment and students' academic performance in Madera east sub-county, Kenya

## 2. LITERATURE REVIEW

### 2.1 Theoretical Framework

The underpinning theory in the study was the Scarcity theory. The scarcity theory elucidates the various actions and choices made by individuals who encounter scarcity in a specific domain, such as the lack of teachers in the education sector. Scarcity is defined as "having less than what is perceived as needed (Mullainathan & Shafir, 2013). A school may experience scarcity in a number of ways, such as when there are significantly fewer teachers on staff than is necessary or advised (Cannon et al. 2019). The theory is based on research in cognitive psychology about various aspects of human cognition that influence decision-making. The central thesis of scarcity theory holds that people's decisions and thoughts are influenced by scarcity, which in turn shapes how they behave.

In accordance with the scarcity theory, the lack of teachers influences how school stakeholders act, which in turn affects the study's outcome. As a result, theory helps to explain how students' academic performance relates to the teacher shortage. According to the scarcity theory, there is a vicious cycle of low academic performance brought on by a teacher shortage, which reinforces low academic performance through particular psychological processes. In the end, reducing the overall underperformance may be possible with more immediate solutions to the teacher shortage. In a similar vein, heightened risk aversion may deter prospective teachers from entering the field in the long run, which might yield higher returns. These actions thus serve to strengthen the condition of subpar academic achievement. Consequently, it gets harder to get out of the shortage situation.

### 2.2 Working Environment

The standard of the work environment unites all the factors linked to teacher turnover [10]. More educators are able and ready to work in schools that provide positive work environments. Research on teacher employment applications indicates that schools with earlier teacher hiring deadlines and a student body that is more academically accomplished and economically advantaged tend to receive a higher volume of applications than other schools within the same district [11]. However, the variations in working conditions between schools serving more and

less advantaged students probably account for a large portion of these discrepancies in teachers' perceived preferences for certain student attributes. In schools serving historically disadvantaged students, teachers tend to favor those with greater administrative support, a better school culture, and stronger faculty-student relationships. These attributes can differ even within a district [12].

A positive work environment's impact on job satisfaction and teacher retention was discussed by Ansley, Houchins, and Varjas [13]. Scarcity of staff is a widespread issue in the United States, particularly in schools serving high-need students. This study revealed that when working conditions are good and the school culture is positive, teachers are more likely to stick around, even in challenging environments like high-needs schools. Job satisfaction among teachers is still influenced by working conditions and school atmosphere. There is a greater likelihood of occupational stress, increased efficacy and performance, and positive interpersonal interactions among teachers who report high job satisfaction [10]. These factors all contribute to teachers' strong commitment to their jobs. Policies and school districts must comprehend the relationship between working conditions, job satisfaction, and teacher turnover in order to make meaningful changes in education.

School leadership, workplace relationships, and job design are the three most significant factors related to working conditions, according to Ansley et al. [13]. Leadership in schools is one of the most powerful indicators of job satisfaction. Consistently upholding standards, encouraging behavior management, providing regular feedback and communication, allowing for teacher autonomy, involving all teachers, having the right resources, and providing appropriate mentorship are all signs of effective school leadership. For administrators to feel as though teachers are backed up, which increases job satisfaction and commitment to the position, positive leadership in the school is essential. According to Ansley et al. [13], while turnover is believed to be more influenced by school leadership, fostering positive relationships at work is equally crucial for creating a positive work atmosphere.

Educators with stronger collegial relationships and more collaboration report higher levels of job satisfaction than educators with weaker relationships (Viano et al 2020). An environment

of positive work and overall school climate are fostered by teachers who work together cohesively and communicate well. Occupation design is another element influencing turnover in addition to relationships at work and school leadership. The systems, procedures, and frameworks required to carry out job duties are referred to as job design. School districts share certain job designs, such as the requirement to control student conduct, involve students in the learning process, and oversee student performance. Notwithstanding the general job designs described here, some school districts face more challenges than others in terms of funding, assistance, and meeting the needs of more students. Ansley et al. [13] found a correlation between job satisfaction and the length of a teacher's career and collegial support, effective leadership, and favorable working conditions.

Teaching can be a stressful profession, according to McCarthy [14], if working conditions do not adequately support teachers through trying times. The rigors of teaching can lead to burnout, exhaustion, and job dissatisfaction in addition to a decrease in commitment and interest in the field. According to this researcher, before they complete their fifth year of teaching, 19% to 30% of newly hired teachers quit. One of the key variables influencing occupational longevity and health is the workplace environment. The degree of stress teachers reported experiencing at work was correlated with stressful work environments. Despite being a contributing factor, workplace conditions do not fully explain teacher stress. It has been reported by McCarthy [14] that in addition to unfavorable working conditions, one's capacity to handle the demands of the teaching profession is out of balance, which leads to teacher stress. School administrators can better understand why some teachers experience higher levels of stress than others by considering teacher stress in this context. While some teachers may perceive their demands to be higher than their resources, others may perceive their demands to be within their means. Possible academic rewrite: Papay and Kraft [11] suggest that resources may comprise supportive colleagues, helpful leadership, and adequate funds. In order to help identify educators who are at risk of burnout and attrition, school administrators must become more knowledgeable about coping mechanisms and stress management techniques. Resolving a possible stressor is a sign of coping [14]. Teachers can benefit from the assistance of

administrators who employ various coping strategies. The two main techniques for handling stress are emotion-focused coping, which involves controlling feelings related to stress, and problem-focused coping, which involves altering the tough circumstance. Administrators of schools can monitor their teaching staff and effectively identify those who require interventions by using peer mentors and informal check-ins, according to McCarthy [14]. The likelihood of burnout or turnover can be reduced by these regular check-ins, which can help teachers who need help managing stressful situations.

### 3. METHODOLOGY

#### 3.1 Research Design

Research design, begin the roadmap of the research, a master plan that puts together the various study components logically and coherently (Gupta & Rangji, 2014). It is roadmap that describes the methods employed in a study. The design addresses the issue of the need for the study, the place and time the study is to be conducted together with the kind of data required (Kothari, 2012). It is useful in specifying the tools and technique required for data collection and effectively analysing of the collected data. There are various research design approaches. The present study used survey research design in soliciting information in the area of research of on assessing functional strategy of promoting universal health coverage. The survey research design was used in describing the characteristics of existing phenomenon. It will be used since provide in-depth insights into the research problem by describing the variables of interest. It was used for defining, estimating, predicting and examining associative relationships. This help in providing useful and accurate information to answer the questions based on; who would participate in the study, what was done, when the study was done, where it was done, why the study was done, way the study was done (the 6Ws).

#### 3.2 Target Population

Mugenda and Mugenda (2003) define the target population as the population to which the researcher wants to generalize the result of the study. The target population for this research was secondary school teachers and principals in Mandera East sub-county, Kenya. The study population was the 8 secondary school Mandera

East sub-county form where the target population was the 54 teacher and 8 principals in those schools. Thus, the target population was 62 (consisting of 54 teacher and 8 principals). While the teachers were responding to questionnaire, the principals participated in interviews as Key Interview Informants (KII)s

#### 3.3 Sampling Procedure

Sampling is the process by which a researcher collects subjects, locations, or objects for analysis [15]. It involves choosing a number of people or things from a population so that the chosen group has components that are typical of the traits shared by the group as a whole. Since the target population was small, manageable and accessible, the study was using census. Thus, the sample size was the 54 teacher and 8 principals of secondary schools in Mandera East Sub County as the respondents. The sample size in this study was 54 teacher and 8 principals of secondary schools in Mandera East Sub County.

#### 3.4 Instrumentation

The data was collected using a questionnaire and an interview guide. The interviews were used for the principals. The researcher conducted the interviews with help of an interview guide. Data for this study was acquired from primary sources utilizing a structured questionnaire. The questionnaire was developed to gather data on a 5-point Likert scale. The Likert scale includes scales that aid in the translation of qualitative answers to quantitative values. (Gupta & Rangji, 2014).

#### 3.5 Validity of Instruments

Based on the assertion by Kothari (2012), validity provides an indication on the extent to which the research tool measures to expectation of the study. It gave bearing on whether the tool actually measure that which it was supposed to measure or not, giving the appropriateness, meaningfulness, accuracy, and usefulness of the tool. In this study, content validity will used to test for validity. Content validity tests measured the extent to which the tool would provide correct, accurate, and adequate data. The study employed the service of both; supervisor and an expert in education, who had vast experience and knowledge in education. As the supervisor assess the instrument to establish concept being measured, the expert in education will establishing whether the tool would accurately

measure effects of teacher shortage on secondary school students' academic performance in Mandera East sub-county, Kenya. The reviewer of the instrument's then submits their comments, on representativeness and suitability of the questions. Then the tool was reviewed through editing, insertions and deletions, accordingly.

### 3.6 Reliability of Instruments

Instrument reliability is the degree to which an instrument measures what it is supposed to measure without error (Heale et al., 2015). In order for research findings to be considered valid, the instruments used to collect data must be reliable. The present study tested for reliability using internal consistency test to obtain Cronbach's alpha ( $\alpha$ ) coefficient. The data for use testing for reliability was obtained from 7 staff of school in Mandera West Sub County in a neighboring Subcounty.

The Cronbach's Alpha coefficient will be between -1 and 1, where the absolute value of Cronbach's Alpha coefficient  $|\alpha|$ , is between Zero(0) and One(1) (Kothari (2010). In the social sciences, when  $|\alpha|$  is greater than or equal to 0.7, it is an indication of high consistency across the items in the tool, otherwise the instrument is regarded as inconsistent. When the instrument will be consistent, it was adopted for data collection otherwise it will be reviewed, through editing and deletion, until it is constituent.

The data was analysed once the survey was completed, yielding the findings shown in Table 2 which captured hereunder.

**Table 2. Research constructs reliability statistics**

Item	Cronbach's Alpha if Item Deleted
Students' Academic performance	0.749
Work environment	0.837
Cronbach's Alpha = 0.867, N= 5	

*Source: Research Data (2021)*

Table 2 shows that the Cronbach's alpha ( $\alpha$ ) coefficient for the five dimensions (N=5) reached 0.867, indicating a very reliable tool because the reliability coefficient was nearing 1 whereas the threshold was 0.7 (Kothari, 2012). Using Kothari's (2012) threshold, it was determined that

the tool had high internal consistency and was highly consistent and predictable. This was because; students' academic performance ( $\alpha = 0.749$ ), geographical environment ( $\alpha = 0.932$ ), work environment ( $\alpha = 0.837$ ), teacher supply ( $\alpha = 0.808$ ), and teacher turnover ( $\alpha = 0.802$ ) had Cronbach's coefficient greater than 0.7 The research kept all of the items in the tool

### 3.7 Data Analysis Methods

The study was analysing quantitative data (from closed-ended questions) using quantitative analysis methods while qualitative data (form the interview guide) was analysed using qualitative data analysis methods. Qualitative analysis technique was used to analyse data through coding and organising it into themes (thematic analysis) aimed at gaining real, rich and deep data that will be reported into narrative. Thus, qualitative data was analysed using themes (thematic analysis) and according to study indicators (Creswell, 2014).

The study analyzed the data quantitative using quantitative approach to produce descriptive statistics (Creswell, 2014). Descriptive statistics was applied to help establish patterns, trends and relationships, and to make it easier for the researchers to understand and interpret the implications of the study while Pearson's r was used to establish associations. The various representations of information included tables, and narratives. In the analysis of descriptive statistics was used to analyze the trends of the data and that data was analysed with the assistance of Statistical Package for the Social Sciences (SPSS) version 23.

## 4. RESULTS AND DISCUSSION

Using the questionnaire and interview schedule as the tools, the research purposely sampled 62 respondents comprising 54 teacher and 8 principals of secondary schools in Mandera East Sub County. Among these only 61 responded (53 teacher and 7 principals) by returning completely filled questionnaire.

Precisely a result, response rate was 61(96.77%), which Mugenda & Mugenda (2008) considered to be extremely high. As stated by Mugenda & Mugenda (2008), a response rate is defined by the following criteria: above 49% and below 60% is considered adequate; beyond 59% and below 69 is considered good; and exceeding 69% is considered extremely high. Mugenda and

Mugenda (2008) go further asserting that in order to provide results that are accurate, dependable, and credible, a very high response rate is necessary. Consequently, 96.77% since the response rate was exceptionally high and suitable to back up reliable findings. It was unclear why the 3.23% of respondents did not reply, even though 96.77% of them did. Nonetheless, the complete response adequately addressed every query in the tool.

In terms of gender, as majority of 44 (83.02%) showed that they were male as 9 (16.98%) specified they were female. Thus, most of the teaching staff in the secondary schools in Mandera East Sub County were male. However, the number of female was few when compared to their male counterparts. As concerns ages while a majority of 27 (50.94%) showed they were aged between 31 - 40 years, 22 (41.51%) showed that their ages were between 20 and 30 years old, 3 (5.66%) showed that they were over 50 years and 1 (1.89%) were aged between 41 - 50 years. Results on highest level of education show a majority of 31 (58.49%) indicating that they were undergraduate/degree as 20 (37.74%) showed that they had postgraduate qualifications while 1 (1.89%) showed that they had others qualifications and another 1 (1.89%) showed that they certificate/diploma.

On the years worked in current school, 22 (41.51% ) showed that they had been in their then schools for between one (1) and five (5) years as 17 (32.08%) showed that they were there for between 6 and 10 years when 8 (15.09%) showed that they had been in their schools for over 15 years, 5(9.43%) had been for between 11 and 15 years and 1 (1.89%) had been in their school for less than one year As relates to terms of service, a majority of 37 (69.81%) showed that they had been on permanent as 16 (30.19%) showed that they were on contract.

On management level in the school, 40 (75.47%) showed that they were in the middle level while 13 (24.53%) showed that they were in the top level management.

#### 4.1 Analysis, Presentation and Interpretation of Results

This research used a mixed approach, combining quantitative and qualitative analysis, in order to test the hypothesis, Pearson's Product Moment (PPM) correlation analysis at 51 (53-2) degrees of freedom (df) and at a significance level of 0.05 was used. As a result, the results were presented in accordance with the research hypothesis. The qualitative results were presented after the hypothesis using verbatim.

This study examined the second hypothesis, which examined the impact of the work environment on the academic performance of pupils in the Mandera East Sub-County, Kenya. It was.

*H<sub>02</sub>: There is no significant relationship between work environment and students' academic performance in Mandera east sub-county, Kenya.*

Means (M) and Standard Deviations (SD) for work environment as it relates to students' academic performance in Mandera east sub-county, Kenya was computed to yield Table 3.

Results contained in Table 3 on indicators of work environment show that the participants were neutral on assertion that teacher were satisfied with the work environment and that moderately affected students' academic performance in Mandera east sub-county, Kenya (M = 2.74; SD = 0.49). They showed that work environment was not allowing teachers complete all their tasks on time which affected students' academic performance in Mandera east sub-county, Kenya (M = 2.55; SD = 0.54) and as well there were not adequate resources accessible to teacher whenever they need lowly affected students' academic performance in Mandera east sub-county, Kenya (M = 2.49; SD = 0.50). as they showed that teachers were not always understanding work environment and this affected the academic performance of the students lowly affected students' academic performance in Mandera east sub-county, Kenya (M = 2.58; SD = 0.50).

**Table 3. Means and standard deviations of work environment and academic performance**

Questionnaire Item	M	SD
Teachers are very satisfied with the work environment	2.74	0.49
The work environment allows teachers complete all their tasks on time	2.55	0.54
There are adequate resources accessible to teacher whenever they need	2.49	0.50
The work environment affects the academic performance of the students	2.58	0.50

Source: **Field data** (2024)

Based on Pearson’s correlation analysis carried out, at 0.05 level of significance based on hypothesis two

*H<sub>03</sub>: There is no significant relationship between work environment and students’ academic performance in Mandera east sub-county, Kenya.*

The results in Table 4 were obtained.

Table 4 shows that, under the Pearson correlation at the 0.05 significance level, work environment had a significant association ( $r = 0.671$ ,  $p < 0.01$ ) with academic performance in Mandera east sub-county, Kenya. The p-value ( $p < 0.01$ ) for the relationship was less than 0.05 (that is  $p\text{-value} < 0.05$ ). This evidence suggests that there was indeed a link between work environment and exam results among schools in Mandera east sub-county, Kenya. Based on this, hypothesis two was rejected. On the other hand, the results in Table 4 show that  $r_{[0.05,51]} = 0.671$  was greater than critical- $r = 0.276$ . This led to rejection of null hypothesis.

The interrogator interviewed the respondents on the work environment. This was through variable 2, which was to assess the effect of work environment on students’ academic performance in Mandera east sub-county, Kenya through question 6 and 8. Question sought to establish the ways that work environment allows teachers complete all their tasks on time while Question 8 was on the way work environment affect the academic performance of the students. On responding to question 6, Respondent 3 said that “Teachers are satisfied with the work

environment though most feel insecure in the region” while respondent 6 said “It takes time for teachers to complete their work” which was echoed by Respondent1 that “it delays early syllabus coverage”. While respondent 4 said “Due to harsh environment some teachers do not meet datelines”, respondent 8 said “it does not allow teachers to complete their work.

While answering question 8, respondent 8 said “Teachers do not complete their tasks on time” while respondent 2 said “No resources are availed at the work place which ka the academic performance low” and respondent 6 said “Lack of resources mean poor academic performance”. This was when respondent 3 said “Resources are not availed to the teacher, lowering quality of education. This is because the resources are not sufficient. So the work environment affect commitment and achievement of the teachers” while respondent 6 said that “Teachers do not deliver” and respondent 4 said “it had negative effect”.

Results obtained from the interviewees showed that the teachers were not always satisfied with the work environment as most feel insecure in the region. It takes time for teachers to complete their work which delays early syllabus coverage. Due to harsh environment some teachers do not meet datelines since they do not complete their tasks on time. Also, no resources are availed at the work place which the academic performance low thus lack of resources mean poor academic performance. So, the work environment affect commitment and achievement of the teachers and therefore teachers do not deliver; negatively affect academic performance.

**Table 4. Pearson’s correlation analysis of the relationship between the work environment and students’ academic performance in Mandera east sub-county, Kenya**

		Academic performance in Mandera east sub-county, Kenya	Work environment
Academic performance in Mandera east sub-county, Kenya	Pearson Correlation	1	.671**
	Sig. (2-tailed)		.000
	N	53	53
Work environment	Pearson Correlation	.671**	1
	Sig. (2-tailed)	.000	
	N	53	53

$p\text{-value} = 0.000$ ;  $df = 51$ ;  $r = 0.671$ ; critical  $r_{[0.05,51]} = 0.276$ ;  $\alpha = 0.05$

Source: **Field data** (2024)

This agrees with findings by McCarthy [14] that if working conditions do not adequately support teachers through trying times. The rigors of teaching can lead to burnout, exhaustion, and job dissatisfaction in addition to a decrease in commitment and interest in the field. McCarthy [14] asserts that in addition to unfavorable working conditions, one's capacity to handle the demands of the teaching profession is out of balance, which leads to teacher stress. School administrators can better understand why some teachers experience higher levels of stress than others by considering teacher stress in this context. More so, Viano et al (2020) found that an environment of positive work and overall school climate are fostered by teachers who work together cohesively and communicate well. Occupation design is another element influencing turnover in addition to relationships at work and school leadership. The systems, procedures, and frameworks required to carry out job duties are referred to as job design. School districts share certain job designs, such as the requirement to control student conduct, involve students in the learning process, and oversee student performance. On the opposite, according to Ansley et al. [13], while turnover is believed to be more influenced by school leadership, fostering positive relationships at work is equally crucial for creating a positive work atmosphere.

It was established in this research that work environment has a positive significant effect on students' academic performance in Mandera east sub-county, Kenya. This is where the teacher's satisfaction with the work environment, by work environment allowing teachers complete all their tasks on time, adequate resources accessible to teacher whenever they need, and teachers' understanding work environment affects the academic performance of the students had positive effect on students' academic performance in Mandera east sub-county, Kenya is high.

## 5. CONCLUSIONS AND RECOMMENDATIONS

This chapter mainly captured; research findings summary, accompanying conclusions, and apposite recommendations for policy implementation as well as areas that need researched later.

### 5.1 Conclusions

The study concludes that the effect of work environment on students' academic performance

in Mandera east sub-county, Kenya is positive and statistically low and significant. This is where, parents' school financing improves academic performance through; teacher's satisfaction with the work environment, allowing teachers complete all their tasks on time, adequate resources accessible to teacher whenever they need, and teachers understanding work environment.

### 5.2 Recommendations

On successfully, analysing and constructing the appropriate conclusion, this research proposed associated policy recommendation and further study suggestions. This is because the students' academic performance in Mandera east sub-county, Kenya is moderate and the prevailing status of affairs requires to be ameliorated using effective strategies. To begin with, the report suggests that schools in Mandera east sub-county, Kenya examine their policies and practices to include measures and strategies for promoting friendly geographical environment as well for ensuring that their teacher avoid experiencing insecurity in geographical environment, and collaborate with the community to ensure that geographical environment is secure. Furthermore, the study suggests that schools in Mandera east sub-county, Kenya should create strategies for enhancing their work environment by providing incentives to drive teacher's satisfaction with the work environment, ensuring that teachers are allowed to complete all their tasks on time, providing adequate resources accessible to teacher whenever the need, and ensuring that all the teacher understand their work environment.

### 5.3 Suggestions for Further Research

This research utilized data from Mandera east sub-county, and its scope was limited to examining the impacts of various work environment factors on academic achievement. As a result, it excludes all other sub counties; rendering its application to the entire Garissa county difficult. As per the report, a similar study should be undertaken in the entire Garissa County.

The research depends on data gathered from primary sources. Because these are views, a similar investigation utilizing secondary data is needed to confirm the conclusions in this investigation.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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