

School Working Environment and Teachers' Job Performance in Selected Government Aided Secondary Schools in Kampala Capital City, Uganda

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Abstract

The main objective of this study is to examine the influence of school working environment on teachers' job performance in government aided secondary schools in Kampala Capital City, Uganda. The specific objectives were; i) To examine the influence of school infrastructure on teachers' job performance, ii) To examine the influence of administrative support on teachers' job performance, and iii) To examine the influence of professional development opportunities on teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda. A cross-sectional research design was adopted. A sample consisting 75 responders (teachers) was selected from five schools in Kampala Capital City. Descriptive analysis as well as simple linear regression analysis methods were engaged in assessing the quantitative data generated. It was found that school infrastructure strong positively and significantly influences teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda. In addition, it was found that administrative support strong positively and significantly influences teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda. Further, it was found that professional development opportunities moderate positively and significantly influence teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda. Conclusively, school working environment meaningfully influences teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda in that an increment in school infrastructure, administrative support, and professional development opportunities resultantly would lead to enhanced teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda. This study recommends school leaders to provide clear expectations, feedback, and recognition for teachers' efforts as well as involve teachers in decision-making processes, especially those that affect curriculum, policies, and workload as these would directly impact teachers' job performance in government aided secondary schools in Kampala Capital City, Uganda.

Keywords: School Working Environment, School Infrastructure, Administrative Support, Professional Development Opportunities, Teachers' Job Performance, and Government Aided Secondary Schools.

Introduction

Historical Perspective

Globally, discrepancies in teachers' performance of their job in various education institutions schools for the past years has led to several governments to implement different programs and approaches directed towards refining teachers' job performance as they act a central part in the general performance of school and

students at large (Pentury & Paul, 2023). Teachers' job performance has always been tightly linked to the school working environment; from the one-room schoolhouses of the 19th century to today's complex, accountability-driven systems, changes in physical conditions, workload, autonomy, leadership, professional supports, and societal expectations have repeatedly changed what "good performance" looks

like and how feasible it is. More weight has been directed towards continuous professional development, provision of teaching and learning resources, performance evaluations, and augmented investment in teacher training with an aim of enhancing the overall teachers' job performance. Well as transformations have enhanced teacher responsibility and training, problems including poor infrastructure, little pay, and increased workloads persevere negatively affecting teachers' job performance in various educational institutions in the different countries worldwide (Anwar, Khan & Jabbar, 2022).

Theoretical Perspective

This was guided by an Organizational Climate and Culture Theory projected by Schein in 1983. This postulates that shared perceptions of the work environment influence behavior, motivation, and performance (Ehrhart, Schneider & Macey, 2025). In school context, this theory addresses that a collaborative, student-focused climate fosters teamwork, innovation, and problem solving. Well as a climate of fear, isolation, or neglect reduces openness to change and performance. For instance, a school working environment that constitutes supportive leadership, fair treatment, and professional trust encourages teachers to invest extra effort in lesson planning, student support, and innovation, indicators of enhanced teachers' job performance (Batlolona, Gemnafle & Waimuri, 2019). The authors assert that a supportive school working environment meets basic needs, reduces excessive demands, builds resources, nurtures professional autonomy, and reinforces reciprocal trust, all of which translate into higher and more sustainable teacher job performance (Batlolona et al., 2019). Thus, this was appropriate as it delivers a relation amid school working environment and teachers' job performance.

Contextual Perspective

This survey was taken in some government aided secondary schools in Kampala Capital City exploring the influence of school working environment on teachers' job performance. This was accounted for because of fewer studies that have been undertaken in this area respective to school working environment and teachers' job performance. More so, Kampala Capital

City was well-thought-out because of varying performance of teachers in their job in various government aided secondary schools given by inconsistencies in lesson planning and preparations, high rates of absenteeism and high cases of late coming for classes, as well as unethical and improper conduct, among others (Kampala Capital City Authority, 2022).

Conceptual Perspective

School working environment is defined as the sum of the physical, organizational, social, and cultural conditions within a school that shape how teachers carry out their duties, interact with colleagues and students, and experience their professional role (Pentury & Paul, 2023). Teachers' job performance is addressed as a extent to which a teacher effectively carries out instructional, managerial, and developmental responsibilities to achieve desired educational outcomes, as reflected in the quality of teaching, student learning progress, classroom management, professional conduct, and contribution to the school community (Myeya & Rupia, 2022). In line with the current study, school working environment was hypothesized in terms of school infrastructure, administrative support, and professional development opportunities, well as teachers' job performance was conceptualized in relation to lesson planning and preparation, teaching efficiency, attendance and punctuality, classroom management, and proficient conduct among others.

Statement of the problem

The Ugandan government under the education and sports ministry has introduced some school policies intended for both improving school working environment and strengthening teacher morale and presence so as to enhance teachers' job performance, concentrating on in-service training, continuous professional development, and working conditions. For instance, National Teacher Policy has been enacted which enhances school leadership & supervision and regulates teacher training, accountability, and continuous professional development, key layers in the school working environment to enhance teachers' quality and job performance (Ministry of Education and Sports, 2018).

Nevertheless, despite all notable school policies, teachers' job performance in several government aided secondary schools in Kampala Capital City is still varying given by inconsistencies in lesson planning and preparations, high rates of absenteeism and high cases of late coming for classes, as well as unethical and unprofessional conduct, among others (Kampala Capital City Authority, 2022). Evidence specifies that nearly 32% of teachers regularly came late to school or left before set time and 19% of them did not attend classes at least for a day weekly in 2021 amongst government aided secondary schools in Kampala Capital City (Kampala Capital City Authority, 2022). Consequently, this has resulted into a corrosion in students' academic outcomes and a decline in academic reputation of schools. So, it's due to this supporting evidence that this study examined the influence of school working environment on teachers' job performance in government aided secondary schools in Kampala Capital City, Uganda.

Objectives of the Study

General Objective

The general objective of the study was to examine the influence of school working environment on teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.

Conceptual Framework

Independent Variable

SCHOOL WORKING ENVIRONMENT

School Infrastructure

- Classroom environment
- Facilities and resources
- Technology integration

Administrative Support

- Leadership and management practices
- Communication and feedback systems
- Policy implementation and support services

Professional Development Opportunities

- Training programs and workshops
- Mentorship and coaching
- Continuous education and certification programs



Specific Objectives

- To examine the influence of school infrastructure on teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.
- To examine the influence of administrative support on teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.
- To examine the influence of professional development opportunities on teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.

Study Hypotheses

Ha1: School infrastructure has a significant influence on teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.

Ha2: Administrative support has a significant influence on teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.

Ha3: Professional development opportunities have a significant influence on teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.

Dependent Variable

TEACHERS' JOB PERFORMANCE

- Lesson planning and preparation
- Classroom management
- Instructional effectiveness
- Attendance and punctuality
- Professional conduct

School Working Environment and Teachers' Job Performance

A positive school working environment which is safe, well-resourced, professionally supportive, and socially cohesive enables teachers to work effectively, maintain high morale, and sustain good instructional quality. Conversely, a poor environment erodes motivation, limits capacity, and results in lower job performance, even among skilled and committed teachers (Baharuddin, 2021). According to Kouser, Akhlaq & Sohail (2025) the school working environment encompasses the physical conditions, organizational structures, professional support, social relationships, and cultural norms that define teachers' day-to-day professional experiences. A supportive and well-resourced working environment can inspire high levels of motivation, commitment, and instructional quality, whereas a poor one can undermine even the most skilled and dedicated educators.

The physical state of a school plays a foundational role in determining how effectively teachers can perform their duties. Classrooms that are well-lit, ventilated, and adequately furnished create a comfortable and conducive learning atmosphere, allowing teachers to focus on instruction rather than coping with discomfort or safety concerns. Additionally, the availability of teaching materials such as textbooks, laboratory equipment, and ICT resources directly influences the range of pedagogical methods a teacher can employ (Myeya & Rupia, 2022). Conversely, the authors argue that overcrowded classrooms, broken furniture, and lack of instructional resources force teachers to adopt less interactive, often less effective, teaching strategies, which can diminish student engagement and learning outcomes (Myeya & Rupia, 2022).

School working environment constitutes the workload given to the teachers which has an influential impact on the teachers' job performance. A teacher's workload, including the number of students per class and the balance between teaching and administrative duties, has a direct effect on performance. Reasonable class sizes enable teachers to provide individual attention, assess students' work promptly, and tailor instruction to diverse needs (Toropova, Myrberg & Johansson, 2021). The authors argued that when student-teacher ratios are high, preparation time spread thin, feedback becomes less personalized, and classroom management

becomes more challenging. Excessive non-teaching duties, such as administrative paperwork, further consume time and energy that could otherwise be devoted to lesson planning and professional growth which negatively affects teachers' job performance (Toropova et al., 2021).

Access to continuous professional development (CPD) is another crucial element of the school working environment. Training programs, mentoring, peer collaboration, and instructional coaching helps teachers refine their skills, adopt innovative methods, and respond effectively to curriculum changes. In school working environments where continuous professional development is prioritized, teachers are more confident, adaptable, and effective, which leads to an improvement in their work performance (Garg & Talwar, 2017). On the contrary, a lack of training or professional support leaves teachers ill-prepared for educational reforms, especially those that require new pedagogical approaches, such as competency-based curricula or technology integration, negatively affecting teachers' job performance (Garg & Talwar, 2017).

According to Hoferichter, Jentsch, Blomeke, Johannes and Kaiser (2023) school leadership and organizational culture as dimensions of school working environment significantly shape teacher motivation and job satisfaction. Principals and head teachers who communicate clearly, set achievable goals, recognize effort, and foster collaboration create an optimistic climate in which teachers feel valued and supported. This supportive leadership style encourages teachers to invest additional effort in their work and to innovate in their classrooms. In contrast, the authors assert that authoritarian management, lack of feedback, or neglect of teacher concerns can create a climate of mistrust, reduce morale, and contribute to higher turnover rates resulting to a decay in teachers' work performance (Hoferichter et al., 2023).

According to Eryilmaz, Kennedy, Strietholt and Johansson (2025) a school working environment is a decisive factor in shaping teachers' job performance. Physical facilities, workload, professional development opportunities, leadership quality, and fair compensation collectively shape teachers' capacity and willingness to perform effectively. The authors still proclaim that a supportive environment provides the

necessary resources, reduces unnecessary pressure, fosters professional growth, and recognizes teacher contributions, resulting in improved instructional quality and student learning outcomes, improving efficiency in teachers' job performance (Eryilmaz et al., 2025). Additionally, Huang and Waxman (2019) argue that school infrastructure such as staff rooms, meeting spaces, and resource centers provides venues for teachers to collaborate, plan lessons, and participate in professional development activities, which enhances teaching quality, positively influencing teachers' job performance.

Methodology

Research Design

A cross-sectional survey design was assumed coupled with the quantitative method. This survey design concentrates on appraising an occurrence of some population variables at a definite point in time (Kassu, 2019). Therefore, this was essential to examine the influence of school working environment on teachers' job performance in government aided secondary schools in Kampala Capital City at a particular point in time. The quantitative method was crucial in generating information in form of numbers or figures utilized to investigate study phenomenon.

Target Population and Sample Size

According to Mathiyazhagan (2018) the study population is a collection of people with features of concentration from which a sample is generated. The study population included teachers from selected government aided secondary schools in Kampala Capital City from which a sample was generated. A sample consisting 75 responders (teachers) was selected from five selected government aided secondary schools in Kampala Capital City.

Sampling Procedure

Sampling refers to an organized process of generating a sample of people from a target population (Elfil & Negida, 2017). Convenient sampling was engaged to choose respondents. Convenient sampling encompasses choosing persons who are readily presented and easily reachable which was used by the researcher to select teachers from selected government

aided secondary schools in Kampala Capital City to participate in this study.

Data Collection Methods

Questionnaire Survey Method

This is a form of generating research data using arranged questions with an aim of gathering information from responders (Sekaran, 2018). This method was essential so as to gain uniform information that ensures data comparison engaging questions that are structured and easily understood and also to accumulate data from individuals in a possible shortest time.

Data Collection Instruments

Structured Questionnaire

This is a device used to collect data from responders encompassing pre-determined answers to questions that responders are instructed to pick (Kuphanga, 2024). This study utilized structured questionnaires in collecting numerical data from responders that encompassed structured questions and pre-determined answers directly administered to teachers in selected schools. These instruments need minuscule time and fold much information on different study aspects.

Data Analysis

Both descriptive and simple linear regression analysis were engaged in assessing the numerical data generated. Descriptive analysis was considered in assessing responders' demographics. To examine the influence of a predictor variables on an outcome variable, simple linear regression analysis was considered to provide statistical suggestion on study hypotheses at a 5% significance level. Simple linear regression analysis is crucial to examine the magnitude of an association between one predictor variable and one outcome variable (Maulud & Abdulazeez, 2020).

Ethical Consideration

The researcher attained an introductory letter from Islamic University in Uganda before embarking on the study as a criterion to get permission to collect the needed data from the given schools.

Responders' consent to partake in this study was sought for by the researcher and responders were fully made knowledgeable about the study objectives and

purpose, and involvement was intentional without any intimidation.

The researcher ensured the responders' privacy by warranting discretion by conserving their personal information and ensuring anonymity of their data where possible.

In addition, the researcher handled his work diligently and openly, reporting results precisely and recognizing any restrictions or conflicts of interest.

Study Findings

This segment provides discoveries respective to study objectives.

Findings on the Demographic Features of Responders

Table 4.1: Demographic Features of Responders

Demographic Features			
Category	Items	Frequency	Percentage
Gender	Male	44	58.7
	Female	31	41.3
	Total	75	100.0
Age Category	25-35 years	14	18.7
	36-45 years	33	44.0
	Above 45 years	28	37.3
	Total	75	100.0
Education Level	Diploma	6	8.0
	Bachelors	59	78.7
	Masters	10	13.3
	Total	75	100.0
Marital Status	Married	52	69.3
	Single	23	30.7
	Total	75	100.0
Period Worked at School	1-2 years	10	13.3
	3-5 years	17	22.7
	6-10 years	28	37.3
	Above 10 years	20	26.7
	Total	75	100.0

Source: Field Data (2025)

Table 4.1 indicates that out of 75 responders, 44 (58.7%) were males and 31 (41.3%) were females. The findings also indicate that 14 (18.7%) were 25-35 years, 33 (44.0%) were 36-45 years, and 28 (37.3%) were above 45 years.

Additionally, the results indicate that out of 75 responders, 6 (8.0%) had attained a Diploma, 59 (78.7%) had attained a Bachelors, and 10 (13.3%) had attained a Masters.

In consensus to marital status, findings indicate that out of 75 responders, 52 (69.3%) were married and 23 (30.7%) were single. The results further indicate that out of 75 responders, 10 (13.3%) had taught for 1-2 years at a specific school, 17 (22.7%) had taught for 3-5 years at a certain school, 28 (37.3%) had taught for 6-10 years at a particular school, and 20 (26.7%) had taught for above 10 years at a given school.

Findings on Study Objectives

Influence of School Infrastructure on Teachers' Job Performance in Selected Government Aided Secondary Schools in Kampala Capital City, Uganda

Table 4.2: Regression Analysis on the Influence of School Infrastructure on Teachers' Job Performance in Selected Government Aided Secondary Schools in Kampala Capital City, Uganda

Model Summary							
Model		R	R Square		Adjusted R Square		Std. Error of the Estimate
1		.632 ^a	.399		.391		.55566
a. Predictors: (Constant), School Infrastructure							
Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		1.148	.385		2.980	.004
	School Infrastructure		.688	.099	.632	6.965	.000
a. Dependent Variable: Teachers' Job Performance							

Source: Field Data (2025)

Table 4.2 reveals that school infrastructure strong positively and significantly influences teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda ($\beta=0.632$, $P\text{-value}=0.000$) at a 5% level of significance. These demand that a unit development in school infrastructure yields an enrichment in teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda by 63.2%. The findings imply an improvement in school infrastructure resultantly yields an enhanced teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.

The findings also demonstrate that a coefficient of determination given as 0.391 shows that school infrastructure explain 39.1% of the overall changes in teachers' job performance and an extra 60.9% of changes are defined by other characteristics. This signifies that school infrastructure sturdily influences teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda. Then, to expound teachers' job performance, there should be an improvement in school infrastructure in selected government aided secondary schools in Kampala Capital City, Uganda.

Influence of Administrative Support on Teachers' Job Performance in Selected Government Aided Secondary Schools in Kampala Capital City, Uganda

Table 4.3: Regression Analysis on the Influence of Administrative Support on Teachers' Job Performance in Selected Government Aided Secondary Schools in Kampala Capital City, Uganda

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.610 ^a	.372	.363	.56810		
a. Predictors: (Constant), Administrative Support						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.339	.530		2.640	.000
	Administrative Support	.871	.132	.610	6.576	.000
a. Dependent Variable: Teachers' Job Performance						

Source: Field Data (2025)

Table 4.3 reveals that administrative support strong positively and significantly influences teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda ($\beta=0.610$, P-value=0.000) at a 5% level of significance. These results specify that a unit upsurge in administrative support produces an enrichment in teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda by 61.0%. The findings imply an improvement in administrative support considerably yields an advancement in teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.

The model results demonstrate that a coefficient of determination given as 0.363 shows that administrative support explains 36.3% of entire changes in teachers' job performance and the extra 63.7% of changes are defined by other facets. This signifies that administrative support firmly influences teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda. So, to strengthen teachers' job performance, there should be an improved administrative support in selected government aided secondary schools in Kampala Capital City, Uganda.

Influence of Professional Development Opportunities on Teachers' Job Performance in Selected Government Aided Secondary Schools in Kampala Capital City, Uganda

Table 4.4: Regression Analysis on the Influence of Professional Development Opportunities on Teachers' Job Performance in Selected Government Aided Secondary Schools in Kampala Capital City, Uganda

Model Summary							
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate	
1		.479 ^a	.229		.219	.44084	
a. Predictors: (Constant), Professional Development Opportunities							
Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		2.564	.306		8.387	.000
	Professional Development Opportunities		.365	.078	.479	4.658	.000
a. Dependent Variable: Teachers' Job Performance							

a. Dependent Variable: Teachers' Job Performance

Source: Field Data (2025)

Table 4.4 reveals that professional development opportunities moderate positively and significantly influence teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda ($\beta=0.479$, P-value=0.000) at a 5% level of significance. These demand that a unit increase in professional development opportunities yields an augmentation in teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda by 47.9%. Findings infer that an increment in professional development opportunities resultantly yields an advancement in teachers' job performance in selected government

aided secondary schools in Kampala Capital City, Uganda.

The model results demonstrate that a coefficient of determination specified as 0.219 reveals that professional development opportunities explain 21.9% of overall changes in teachers' job performance and additional 78.1% of changes are well-defined by other aspects. The results show that professional development opportunities somewhat influence teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda. Then, to expound teachers' job performance, there has to be increased professional development

opportunities in selected government aided secondary schools in Kampala Capital City, Uganda.

Conclusions

This concludes that school working environment meaningfully influences teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda in that an increment in school infrastructure, administrative support, and professional development opportunities resultantly would influence enhanced teachers' job performance in selected government aided secondary schools in Kampala Capital City, Uganda.

Recommendations

This survey recommends school leaders to provide clear expectations, feedback, and recognition for teachers' efforts as well as involve teachers in decision-making processes, especially those that affect curriculum, policies, and workload as these would directly impact teachers' job performance in government aided secondary schools in Kampala Capital City, Uganda.

This survey further recommends school leaders to offer continuous training and workshops aligned with teachers' needs as well as support teachers in attending conferences and external courses to improve skills, as this can enhance teachers' capabilities ultimately leading to better teachers' job performance in government aided secondary schools in Kampala Capital City, Ugan

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