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Effect of Internal Work Environment on Employee Performance in Public Secondary Schools in Kimilili Sub-County, Kenya

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Abstract:
The workplace environment plays a crucial role for employees. The quality of environment in workplace may simply determine the level of employee motivation, subsequent performance and productivity. It is evident in research findings of Peterson (2003) that more satisfied workers are with their jobs; the more effective the employees are with their work and the better the organization is likely to perform in terms of subsequent profitability and particularly productivity. The study examined how the school climate, performance management policy, facilities, management styles and information flow affect employee performance within the schools.

The study targeted employees in public secondary schools in Kimilili sub-county (KSC). The samples were drawn from teachers and non-teaching staff in 28 available public secondary schools. The study used stratified, purposive and simple random sampling techniques to get sample population. The schools were stratified according to the school categories (National, County, and Sub-county). Then 15 principals, 15 deputy principals, 75 HODs were selected purposively from the categorized schools. The remaining employees were randomly selected from the remaining number of teachers and non-teaching staff, thus, 37 teachers and 32 non-teaching staff. A total of 164 respondents participate in the study out of the 174 target population. Both secondary and primary data was collected through existing literature and questionnaires respectively. A pilot study was conducted in the neighbouring Bungoma-East sub-county to check the validity and reliability of the instruments. Quantitative data was analysed by use of the descriptive statistics generated by SPSS to give the expected summary statistic of variables being studied. Data display and conclusion drawing, verification and generalization, were adopted in describing the qualitative data. The analysis of the relationships was by use of chi-square tests.

The study indicates that school principals in KSC should be encouraged to work as hard as the other employees, the school performance management policy should specify how superior work performance is rewarded, advance technological tools to be used in schools for improving the employee's performance and finally, free flowing communication should be engaged within schools to encourage employees to give feedback and suggest ideas to improve the existing processes.

Keywords: Organization climate/ school climate, management style, performance management system, information flow, facilities

1. Introduction

There is rapid change in education sector due to political, economic, technological and environmental factors. This requires institutions to compete on numerous fronts. Chang and Huang (2005) states that to compete effectively; institutions must constantly improve their performance by improving employee effectiveness. . Human resource is the backbone of any organization; it is the most valuable asset. Proper utilization of human resource can lead organization from bottom to top. Human resource performance is affected by many factors positively as well as negatively. Management that tells how to increase employees' performance focuses on two major areas, personal motivation and the infrastructure of the work environment.

Besides the physical environmental factors affecting employee performance, an important ingredient to bringing about change and effective performance of employees is effective leadership. Most public institutions in many countries in developing world suffer from many limitations in its management systems: information flows slowly isnd late and may not even be used; personal records may not provide the information needed, or may not be updated; communications may be formal and bureaucratic, with no or hardly any feedback etc. (Martinez, 2000). . George and Jones (1999) noted that a working environment that is comfortable and relatively low in

physical and psychological stress, enables attainment of work goals, and will tend to produce high levels of satisfaction among employees.

1.1. Problem Statement

Performance in schools is a product of employees (teachers and non-teaching staff) commitment, efficiency and effectiveness. Hameed and Amjad (2009) stated that the workplace environment, its significance and its related issues are significantly ignored. They further reported that there has been less attention paid to workplace environment and moreover, employers and employees are not aware of the influence and hidden dynamics of workplace environments. Such circumstances are affecting the employee's productivity in the form of delay in work completion, frustration, and increase in absenteeism and effect on personal growth etc. Douglas (2010) in his dissertation examined the relationship of school climate and teacher commitment in elementary schools in Alabama. His study highlighted the importance of school climate and teacher commitment. It was not surprising to find a connection between a good school climate and more committed employees. Douglas (2010) then made some recommendation, including: - to have further study to ascertain whether School climate and teacher commitment are vital to school success.

1.2. The Purpose

The overall objective of this research was to establish the effect of internal work environment on employee performance in Public Secondary schools in Kimilili sub-county. The study identified five independent variables that could affect employee performance and were, school climate, performance management policy, facilities, information flow and management style.The rationale of the study was to encourage institutions to consider these variables seriously for they are crucial in making a favorable workplace environment.

1.3. Theoretical Framework

Herzberg's Two-Factor Theory divides motivation and job satisfaction into two groups of factors known as the motivation factors and hygiene factors. According to Frederick Herzberg, "the motivating factors are the six 'job content' factors that include achievement, recognition, work itself, responsibility, advancement, and possibility of growth. Hygiene factors are the 'job context' factors, which include company policy, supervision, relationship with supervision, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status, and job security. The premise of the Two-Factor Theory is that if an employer or manager is trying to increase job satisfaction and ultimately effective job performance for an employee, they need to address those factors. McGregor (1960) emphasized the importance of examining the underlying assumptions that managers' embrace about their subordinates. He divides managers into two camps: Theory X and Theory Y managers. McGregor believed that vast majority of managers as ascribing to Theory X- that is they believed that their employees disliked work, wished to avoid responsibility, and desired security above all. The management implication for Theory X workers are that, to achieve organizational objectives, rewards of varying kinds are likely to be the most popular motivator. The challenge for management with Theory Y workers is to create a working environment where workers can show and develop their competencies to the fullest. Expectancy theory predicts that employees in an organization will be motivated when they believe that: Putting in more effort will yield better job performance and better job performance will lead to organizational rewards, such as an increase in salary or benefits (Lawler, 1972). These predicted organizational rewards are valued by the employees in question. In order to enhance the performance-outcome tie, managers should use performance management policies that tie rewards very closely to performance. Goal-setting theory refers to the effects of setting goals on subsequent performance. Locke and Bryan (1968) found out that individuals who set specific, difficult goals performed better than those who set general, easy goals. One of the most effective ways to stay motivated is to set goals for oneself. However, the type and quality of goals one set affects how well they will work. The simple act of setting an effective goal is that it gives one a better chance of realizing that goal (Locke, 2004).

1.4. Nature of the Study

A descriptive survey design was employed for this study since it aimed at collecting educational data that describesthe effect of internal environment on employees' performance in public schools in KSC. According to Fraenken and Wallen (2009) descriptive surveys are the most widely used technique in education and behavioural sciences for data collection. Descriptive data is usually collected through a questionnaire, interview or observation. Therefore, through a descriptive approach i.e. by use of a questionnaire it was possible to get information on the factors that affect employee performance within their workplace.

1.5. Research Questions

The study sought to answer the following Questions:-
 a. To what extent does school climate influence employees' performance in public secondary schools in KSC?
 b. How does internal performance management policy influence employees' performance in public secondary schools in KSC?
 c. How do management styles influence employees' performance in public secondary schools in KSC?
 d. How do facilities influence employees' performance in public secondary schools in KSC?
 e. How does information flow within the institution influence employees' performance in public secondary schools in KSC?

2. Research Method

The population of the study was all employees in public secondary schools in Kenya; however the target population involved all employees from the 28 public secondary schools in Kimilili Sub-County. Both probability and non-probability sampling were used for this research. The schools were first stratified according to the three categories (National, County & Sub-county). Then by using simple random sampling, the researcher came up with the required number of schools, teachers and non-teaching staff to participate in the study. The sampled schools provide the principals, deputy principals and five heads of departments (HODs) purposively as respondents. Finally, 10% of the remaining teachers and 10% of the non-teaching staff from the sampled schools were selected randomly to participate in the research as respondents. According to Mugenda and Mugenda (2003), 10% of the accessible population is enough for descriptive studies. Gay (2005) supports the same idea by saying that 20% of a target population is regarded as adequate representative sample for small population (n<1000). In this study a total 174(23%) respondents out of 749 target population were sampled to participate in the research study.

Quantitative data was analyzed by descriptive statistics. This was by the use of statistics such as percentages and frequencies to describe summarize and explain or make sense of a given data. Chi-square was used to analyze the degree of relationships between the variables measured.

2.1. Materials/Instruments

To have made the study successful, the researcher prepared questionnaires relating them to the objectives of the research study. The questionnaires consisted of open-ended/ uninstructed, close-ended/structured questions and matrix questions on a likert scale 5.Open-ended questions were included in the instrument for the advantage of giving insight into the motivation of the respondents. Here the respondents were given complete freedom of response. Likert type scale 5 of (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) was employed in some items to obtain the opinion of the respondents concerning the variables under investigation. Three questionnaires were administered, one to the principals, the second to the deputy principals and teachers and finally the third to the non-teaching staff.A brief set of demographic questions was used to assess the respondents' age, gender, position held within the school, length of service at the current station, highest level of educational attained and category of school.

2.2. Data Collection and Analysis

Data collection from employees (respondents) was by use of self-administered questionnaire. The researcher used the drop and pick approach in delivering the questionnaires. The respondents were then given one day to respond after which questionnaires were picked, this was to allow enough time for responding to the questions. The data collected were analyzed using descriptive statistics generated by SPSS to give the expected summary statistic of variables being studied. Data display and conclusion drawing, verification and generalization, was adopted in describing the qualitative data. The analysis of the relationships was by use of chi-square tests.

3. Measurement

This section presents the research findings and discussions of the results of the research. Data has been organized and presented as per the objectives of the study. A total of 164 questionnaires were returned.

3.1. Employee Performance

This section sought the opinion of respondents on their duty performance.
NB. Key for tables 1 to 9
(Where **SA**=Strongly Agree, **A**=Agree, **U**=Undecided, **D**=Disagree, **SD**=Strongly Disagree)

Statement	SA	A	U	D	SD
Enthusiastically take up duties	47(28.7%)	77(47%)	20(12.2%)	16(9.8%)	4(2.4%)
Stick to deadlines	14(8.5%)	96(58.5%)	11(6.7%)	43(26.2%)	0(0%)
Achieved set targets	35(21.3%)	54(32.9%)	34(20.7%)	39(23.8%)	2(1.2%)
Realized improvement in 2013 KCSE	48(29.3%)	76(46.3%)	10(6.1%)	11(6.7%)	19(11%)
Highly set to do well	57(34.8%)	92(56.1%)	9(5.5%)	4(2.4%)	2(1.2%)

Table 1: Employee duty performance

This study also sought to find out which employees in KSC schools enthusiastically take up duties at their place of work. This information is summarized in table 2 below;

Willingness to take up duties			
Position held	Strongly agree	Strongly disagree	Total
Principal	7 (58.3%)	5 (41.7%)	12
Deputy principal	9 (69.2%)	4 (30.8%)	13
Head of department	73 (100%	0 (0%)	73
Class teacher	25 (71.4%)	10 (28.6%)	35
Non-teaching staff	23 (74.2%)	8 (25.8%)	62
Total	**137 (83.5%)**	**27(16.5%)**	**164**

Table 2: Position held in school and willingness to take up duties cross tabulation table;

3.2. Category of School and Performance

KCSE Improvement	School category			
	National	County	Sub-County	Total
Strongly agree	16	23	9	48
Agree	21	26	29	76
Undecided	4	0	6	10
Disagree	4	0	7	11
Strongly disagree	7	0	12	19
Total	**52**	**49**	**63**	**164**

Table 3: School category and KCSE improvement cross tabulation table

3.3. School Climate at Workplace
In this section the opinion of respondents was sought on the state of their school climate

STATEMENT	SA	A	U	D	SD
Enjoyable to go to work	77(47.0%)	67(40.9%)	4(2.4%)	14(8.5%)	2(1.2%)
Good relationship with co-workers	97(59.1%)	51(31.1%)	11(6.7%)	5(3.0%)	0(0%)
Proud of their school	50(30.5%)	75(45.7%)	31(18.9%)	8(4.9%)	0(0%)
Pleased to work in current station	52(31.7%)	102(62.2%)	5(3.0%)	5(3.0%)	0(0%)
Administration fosters collaboration	34(20.7%)	88(53.7%)	26(15.9%)	16(9.8%)	0(0%)
Team work among members	50(30.5%)	93(56.7%)	14(8.5%)	7(4.3%)	0(0%)

Table 4: School Climate.

3.4. Performance Management Policy

STATEMENT	SA	A	U	D	SD
Employees periodically set performance targets	36(22.0%)	98(59.8%)	11(6.7%)	19(11.6%)	0(0%)
Involvement in formulating the performance policy	30(18.3%)	91(55.5%)	16(9.8%)	27(16.5%)	0(0%)
Constructive feedback makes me work harder	34(20.7%)	110(67.1%)	6(3.7%)	12(7.3%)	2(1.2%)
Superior work performance is rewarded	13(7.9%)	48(29.3%)	21(12.8%)	68(41.5%)	14(8.5%)
I dialogue with my superiors to provide intervention measures	37(22.6%)	73(44.5%)	13(7.9%)	37(22.6%)	4(2.4%)
I regularly attend workshop	40(24.4%)	61(37.2%)	14(8.5%)	34(20.7%)	15(9.1%)

Table 5: Employees opinions on performance management policy

3.5. Management Style

STATEMENT	SA	A	U	D	SD
Employees have mutual communication with superiors	41(27.0%)	76(50.0%)	7(4.6%)	26(17.1%)	2(1.3%)
Superiors use threats to make employees complete their work	4(2.6%)	36(23.7%)	8(5.3%)	77(50.7%)	28(18.4%)
My boss has complete confidence in his subordinates	35(23.0%)	75(49.3%)	22(14.5%)	14(9.2%)	7(4.6%)
I express my views openly	29(19.1%)	82(53.9%)	7(4.6%)	28(18.4%)	6(3.9%)
I am involved in the planning activities	30(19.7%)	72(47.4%)	12(7.9%)	35(23.0%)	4(2.6%)
I am involved in decision making	21(13.8%)	73(48.0%)	13(8.6%)	30(19.7%)	15(9.9%)

Table 6: Teaching and Non – teaching staff opinions on management style

The 12 principal were also interviewed on their management style

STATEMENT	SA	A	U	D	SD
Employees have bilateral communication with superiors	6(50.0%)	4(33.3%)	0(0%)	2(16.7%)	0(0%)
I use threats to make employees complete their work	0(0%)	1(8.3%)	1(8.3%)	4(33.3%)	6(50.0%)
I have confidence in my subordinates	2(16.7%)	8(66.7%)	1(8.3%)	1(8.3%)	0(0%)
My subordinates present their views openly	6(50.0%)	5(41.7%)	1(8.3%)	0(0%)	0(0%)
I involve my subordinates in planning activities	4(33.3%)	6(50.0%)	1(8.3%)	1(8.3%)	0(0%)
I involve my employees in decision making	8(66.7%)	3(25%)	1(8.3%)	0(0%)	0(0%)

Table 7: Principals opinions on management style

3.6. School Facilities

STATEMENT	SA	A	U	D	SD
My school has necessary facilities we require to perform our duties	36(22.0%)	83(50.6%)	1(.6%)	37(22.6%)	7(4.3%)
Facilities layout and design fits the intended curriculum and use	36(22.0%)	80(48.8%)	11(6.7%)	31(18.9%)	6(3.7%)
I have adequate tools at my work station	32(19.5%)	78(47.6%)	13(7.9%)	35(21.3%)	6(3.7%)
I have advanced equipment at my workplace	25(15.2%)	29(17.7%)	14(8.5%)	83(50.6%)	13(7.9%)
School provides proper tools and technology for performing task.	20(12.2%)	76(46.3%)	14(8.5%)	41(25.0%)	13(7.9%)
Advance technology increase employees' performance.	22(13.4%)	90(54.9%)	11(6.7%)	30(18.3%)	11(6.7%)

Table 8: Distribution of respondents by opinion on their school facilities

3.7. Information flow
The following frequency table was the results when the 164 respondents were asked to examine the extent to which information flow influence employees' performance in public secondary schools in KSC.

STATEMENT	SA	A	U	D	SD
I get reliable information from my seniors concerning my duties	44(26.8%)	83(50.6%)	2(1.2%)	35(21.3%)	0(0%)
There is easy flow of information amongst the employees	30(18.3%)	98(58.8%)	13(7.9%)	23(14.0%)	0(0%)
I do get up- to-date information concerning my duties.	36(22.0%)	96(58.5%)	16(9.8%)	16(9.8%)	0(0%)
The information I get concerning my duties arrive without delay.	34(20.7%)	73(44.5%)	24(14.6%)	32(19.5%)	1(0.6%)
The information I need is easily available	30(18.3%)	96(58.5%)	12(7.3%)	24(14.6%)	2(1.2%)
Information passes through several levels before reaching employees.	15(9.1%)	74(45.1%)	15(9.1%)	52(31.7%)	8(4.9%)

Table 9: Distribution of respondents by opinion about information flow within their institution

3.8. Chi-Square Values between Key Variables
A Chi-square model was used to hypothesize the effects of internal work environment on employee performance in Public Secondary schools in Kimilili sub-county. The Chi-squareequation was used to establish the relationship between the variables under study and employee performance. The research in this study, sought to establish the influence of internal environment on employee performance in Public Secondary schools in Kimilili sub-county. Thus each variable was calculated individually using Chi-square at 95% confidence interval with employee performance.

3.8.1. School Climate and Employee Performance
The study sought to show the relationship between school climate and employee performance and findings are shown in table 10

Statement	School climate and employee performance		
	Observed Frequencies	Expected Frequencies	X^2-square value
Enjoy to go to work	144	143.99	14.588
Good relationship with co-workers	148	147.99	0.603
Proud of their school	125	124.99	0.318
Pleased to work in current station	154	153.99	0.941
Administration foster collaboration	122	121.98	4.88
Team work among members	143	142.99	0.408
Total			**21.892**

Table 10: School climate and employee performance

From the table 10 above, the calculated chi-squire values on employees enjoy going to work 14.588, good relationship with co-workers was 0.603, proud of their school was 0.318, and pleased to work in current station was 0.941, administration foster collaboration was 4.88 and team work among members. The total X^2-square value of school climateas indicated from the table was 21.892 which is higher as compared to the critical table value of 19.6751 at a significant level of 0.05, with 5 degrees of freedom thus there was a significant difference between school climate and employee performance.

3.8.2. Performance Management Policy and Employee Performance
The study sought to show the relationship between Performance management policy and employee performance and findings are as shown in table 12.

Statement	Management policy and employee performance		
	Observed Frequencies	Expected Frequencies	X^2-square value
Employees sets performance targets	134	133.86	0.141
Employee involvement in formulation of performance policy	121	120.87	0.745
Constructive feedback motivates me to work harder	144	143.85	1.579
Superior work performance is always rewarded	61	60.94	1.478
There is dialogue between employees on intervention measures	110	109.89	1.527
Training is done to improve skills and competencies	101	100.9	6.334
Total			**12.26**

Table 11: Performance Management policy and employee performance

From the table 11 above, the calculated chi-squire values on employees sets performance targets was 0.141, employee involvement in formulation of performance policy was 0.745, constructive feedback motivates me to work harder was1.579, superior work performance is always rewarded was 1.478, there is dialogue between employees on intervention measures was 1.527, and training is done to improve skills and competencies was 6.334.The total X^2-square value of performance management policy as indicated from the table was 12.26 which is lower as compared to the critical table value of 19.6751at a significant level of 0.05, with 5 degrees of freedom thus there was no significant difference between performance management policy and employee performance.

3.8.3. Management Style and Employee Performance
The study sought to show the correlation between management style and employee performance and findings are as shown in table 12

Statement	Performance Management policy and employee performance		
	Observed Frequencies	Expected Frequencies	X^2-square value
Bilateral communication of employees with superiors	137	138	0.03
Use of threats and fear to make employees work	110	111.43	21.84
Superiors have complete confidence in subordinates	89	90.15	1.15
Employees present views openly without fear	124	125	1.26
Employees participates in decision making of the school	154	150	0.72
Total			**23.8371**

Table 12: Management style and employee performance

From the table 12 above, the calculated chi-squire values on bilateral communication of employees with superiors was 0.03, Use of threats and fear to make employees work was 21.84, Superiors have complete confidence in subordinates was 1.15, Employees present views openly without fear was 1.26, employees participates in decision making of the school was 0.72. The total X^2-square value of management policy as indicated from the table was 23.8371which is higher as compared to the critical table value of 16.919 at a significant level of 0.05, with 4 degrees of freedom thus there was a significant difference between school management style and employee performance since the Chi-square value calculated exceeds the critical table value.

3.8.4. School Facilities and Employee Performance
The study sought to show the correlation between school facilities and employee performance and findings are as shown in table 13.

Statement	School facilities and employee performance		
	Observed Frequencies	Expected Frequencies	X^2-square value
School has adequate facilities (classes, offices, etc.)	119	117.81	0.24
School facilities were designed to fit curriculum use	116	114.84	0.45
Employees have sufficient tools at my work station	110	108.9	1.33
Workers have advanced equipment at my work station	54	53.46	8.73
Proper provision of tools and technology	96	95.04	2.18
Advanced technology increases employee performance	112	110.88	4.17
Total			**17.1**

Table 13: School facilities and employee performance

From the table 13 above, the calculated chi-squire values on School has adequate facilities (classes, offices, laboratories, library, fields etc.) was 0.24, School facilities were designed to fit curriculum use was 0.45, employees have sufficient tools at my work station was 1.33, workers have advanced equipment at my work station was 8.73, proper provision of tools and technology was 2.18 and employee perception that advanced technology increases employee performance was 4.17. The total X^2-square value of school facilities as indicated from the table was 17.1 which are lower as compared to the critical table value of 19.6751 at a significant level of 0.05, with 5 degrees of freedom thus there was no significant difference between school facilities and employee performance since the Chi-square value calculated is less the critical table value.

3.8.5. Information Flow and Employee Performance
The study sought to show the correlation between information flow and employee performance and findings are as shown in table 14.

Statement	Information flow and employee performance		
	Observed Frequencies	Expected Frequencies	X^2-square value
Reliable information from seniors concerning my duties	127	118.16	0.66
Easy flow of information amongst employees	128	118.16	0.82
I do get up to date information concerning my duties	132	118.16	1.62
Timely information concerning my duties	107	118.16	1.05
Information is easily available	126	118.16	0.52
Information flow passes through several levels	89	118.16	7.2
Total			**11.87**

Table 14: Information flow and employee performance

As portrayed in table 14 above, the calculated findings of Chi-square values indicates that reliable information from seniors concerning employee duties was 0.66, easy flow of information amongst employees/workers was 0.82, employees get updated information concerning their duties was 1.62, timely information concerning my duties was 1.05, information is easily available was 0.52 and information flow passes through several levelswas 7.2. The total X^2-square value calculated of information flow as from the table was 11.87 which are slightly higher as compared to the critical table value of 11.0705 at a significant level of 0.05, with 5 degrees of freedom thus there was significant difference between information flow and employee performance.

4. Summary of the Findings
The study had five objectives; to examine the extent to which school climate influence employees' performance in public secondary schools in KSC; to analyze the extent to which internal performance management policy influence employees' performance; to establish the effect of management style in public secondary schools in KSC; to find out the effect of existing facilities on employees' performance in public secondary schools in KSC and finally, to determine the effect of information flow on employees' performance in public secondary schools in KSC.
On looking deeply at employee performance, 124(75.6%) respondents enthusiastically take up their duties, 125(76.2%) agreed that they stick to deadlines, 124(75.6%) had improved in 2013 KCSE and 149(90.9%) of the respondents agreed that they were set to do well in their schools. These findings indicate that employees' duty performance is good and that employees are motivated to do well. However, the study further revealed that majority of employees who take up duties enthusiastically in KSC schools are deputy principals, head of departments and non-teaching staff as represented in table 2. The findings also revealed that, the category of the school has a great influence on the improvement of results in KCSE as indicated in table 3.
Concerning the effect of school climate on employee performance, the study found out that. Out of 164, 144(87.8%) respondents enjoy going to work, 148(90.2%) accepted that there is good relationship and 125(76.2%) agreed that the administration fosters collaboration. Majority of the respondents 143(87.2%) agreed that there is team work amongst the employees. These findings indicate that the school climate within schools in KSC is an open climate.

The second objective sought to determine the effect of performance management policy on employee performance. The findings indicated that most schools had a performance management policy. This is shown by the majority 138(84.1%) of the respondents who agreed that they regularly set performance targets. Most of the respondents 121(73.8%) were involved in formulating the performance policy and 110(67.1%) dialogues with their superiors in providing intervention measures concerning duty performance. However, 102(62.2%) employees disagreed that superior work performance is rewarded.

The third objective sought to determine the effect of management style on employee performance. The findings indicate that majority 117(71.3%) of employees (teachers and non- teaching staff) in public secondary school in KSC have bilateral communication with their superiors, 111(67.7%) express their views openly, 102(62.2%) are involved in decision making and planning activities of the school and 110(67.1%) agreed that their bosses have confidence in them. These findings point out that the management style within the schools in KSC is participative style. This is also supported by majority 11(91.7%) of the principals as summarized in tables 6 and 8.

The fourth objective sought to determine the effect of school facilities on employee performance. From the study, the responding employees reported that school facilities influenced their performance. Most of the respondents, 119(72.6%) felt that their schools have most of the necessary facilities, 116(69.7%) felt that their physical facilities layout and design fits the intended curriculum and majority 96(57.7%) schools provide proper tools and technology for performing tasks. 112(67.2%) of the employees asked agreed that advance technology increases employees' performance. However, 96(58.5%) of the respondents indicated that they do not have advanced equipment at my workplace. When asked about the facilities lacking, 21(12.6%) said they lacked computers, 45(27.0%) modern library, 23(13.8%) modern laboratory, 22(13.2%) administration block, 22(13.2%) assembly hall and 11(6.6%) fields. The survey also revealed that most schools 114(69.5%) have safe facilities to work from, 30(18.3%) said they were not safe and 20(12.2%) fair.

The fifth objective sought to determine the effect of information flow on employee performance with the schools. The survey revealed that majority of employees 117(71.3%) agrees that they get reliable information from seniors, 132(80.5%)get –up-to date information concerning their duties and 115(70.1%) get information that passes through several levels before reaching them, while 128(78.0%) agree that there's easy flow of information amongst workers, 107(65.2%) agree that the information they get concerning duties arrive without delay and 126(76.8%) agree that the information they get concerning their duties is easily available. This indicates that the flow of information in secondary schools in KSC is good. However, 84(51.2%) of the respondents revealed that the information passes through several levels before reaching them. This could cause distortion of the information being passed over. The findings further revealed that majority 94(57.3%) preferred meetings as the best mode of passing on information followed by 39(23.8%) memos, 16(9.8%) mobile phones and lastly 9(5.5%) notice boards. The reasons given for the above choices were that, 45(27.4%) said could create direct communication, 35(21.3%) no distortion of information, 20(7.3%) said there will be no delays, 15(9.1%) will reach all, 21(12.8%) involve participation and finally 8(4.9%) said will provide confidentiality for sensitive massage.

4.1. Conclusions

The study sought to find out the effect of internal work environment on employee performance in Public Secondary schools in Kimilili sub-county and the following were the study conclusions.

The study established that employees' duty performance is good and that employees are motivated to do well. However, the study revealed that principals of schools don't take up duties devotedly as like the deputy principals, head of departments and non-teaching staff. The category of the school has a great influence on the improvement of results in KCSE exams.

Concerning school climate and employee performance, the study concludes that employees in public secondary schools in KSC work within an open climate. Past studies have shown that organizational climate does affect performance (Peterson, 2003). However, results from Chi- square computation indicated that there was a significant difference between the condition of school climate and employees' performance.

On the relationship between the performance management policy and employees' performance, the findings indicated that most schools had a performance management policy. Majority of the respondents agreed that they regularly set performance targets and were involved in formulating the performance policy. However, employees differed that superior work performance is rewarded. Reward is one of the key elements that should not be over looked when designing a performance policy. There was no significant difference between performance management policy and employees' performance.

Concerning the effect of management style and employees' performance, the study findings showed that the management style within the schools in KSC is participative style. Majority of employees in public secondary schools in KSC have bilateral communication with their superiors, express their views openly, are involved in decision making and planning activities of the school and their bosses have confidence in them. This is also supported by majority of the principals. There was a significant difference between school management style and employees' performance since the Chi-square value calculated exceeds the critical table value

The study established that most schools have the necessary facilities and that they are safe to work from. The physical facilities layout and design fits the intended curriculum and majority schools provide proper tools for performing tasks. Majority of the employees agreed that advance technology increases employees' performance. However, a good number of employees indicated that they do not have advanced equipment at their workplace. There was no significant difference between school facilities and employee performance since the Chi-square value calculated is less the critical table value. This is in line with similar findings of Sajida, Malik, Farheen, Zarqa, Parveen., … and Saddat (2012) who carried out a study which aimed at exploring the impact of office facilities and workplace environment on employees' performance in a university of Sargodha. They found out that infrastructure at workplace had no

significant impact on employees performance.The research findings show that adequate school facilities such as classes, laboratories and libraries directly influence employees' performance.

On the relationship between information flow and employee performance, the study indicates that the flow of information in secondary schools in KSC is good. However, majority of the respondents revealed that the information passes through several levels. This could cause distortion of the information being passed over. The findings further revealed that majority preferred meetings as the best mode of passing on information. It can be asserted from the Chi-square test that there is a significant relationship between the free and easy flow of information and employee performance.

4.2. Recommendations
From the findings, the following recommendations are suggested;

Principals should be encouraged to work as hard as the deputy principals, H.O.Ds and subordinate staff in order to improve performance in their schools and to serve as role models.

An open climate should be the most preferred climate in that, it is characterized by low hindrances, low disengagements, average intimacy, high morale, low aloofness, low production, high trust and consideration for the school leadership (Adeyemi, 2008). Principals can encourage effective performance of their employees by identifying their needs and try to meet them.

The study also recommends that each school performance management policy should specify how superior work performance is rewarded.Performance management policy is a planned process of which the five primary elements are agreement,measurement, feedback, positive reinforcement (rewards) and dialogue. Expectancy theory predicts that employees in an organization will be motivated when they believe that: Putting in more effort will yield better job performance and better job performance will lead to organizational rewards, such as an increase in salary or benefits (Lawler, 1972). Organizations should also adopt performance management policies that are consistent with the requirements of this policy and that best fit the nature of the work performed and the mission of the organization (Stever& Joyce, 2000).

The study believes that if an organization is to achieve optimum effectiveness then the "ideal" management system to adopt is Participative style.The study recommends that the schools should adopt participative management style.

Schools in Kenya should purchase the advance technological tools for improving the employee's performance. Dauda and Akingbade (2011) states that when organizations use advance technology in there functions, employee performance is bound to improve as well as reduces the employee working effort and task completion time. Technologies can only lead to increased productivity or improve performance when combined with other resources effectively by human resources or when done effectively, and use technology productively and ethically.

The study also recommends that in today's organization, the importance of horizontal and free flowing communication flows are increasing. As many of today's companies strive to have a smooth chain of processes, the information needs to travel efficiently between departments and employees in order to facilitate planning, coordinating and managing the processes. On the contrary to hierarchical structure that is being witnessed in secondary schools in KSC, the free flowing communication flow encourages employees to give feedback and suggest ideas to improve the existing processes (Miller, 2003).

4.3. Suggested Areas for Further Research
The findings in this study are in no way exhaustive. The study recommends a replication of a similar research but in other counties and countries so as to compare the study findings.

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