

**INFLUENCE OF SCHOOL ENVIRONMENT ON TEACHERS' SELF-ESTEEM
IN PUBLIC PRIMARY SCHOOLS IN ELDORET EAST SUB-COUNTY KENYA**

BY

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DECLARATION

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DEDICATION

I dedicate this piece of work to my late parents, Javen Chebai and Dinah Khaoma, my very first teachers and mentors. I will always miss you.

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ABSTRACT

The study was about the influence of the school environment on the teacher's self-esteem in public primary schools in Uasin Gishu County. Most school environments after the introduction of the Free Primary Education in Kenya in 2003 are characterized by high pupil-teacher ratio, over populated classrooms and limited resources. Incidences of low morale, stress, workload pressure have also been noted amongst some teachers in some public primary schools. This study determined the status of physical infrastructure, social welfare relations, work satisfaction and self-esteem levels of teachers in public primary schools in Eldoret East Sub County. The socioecological theory of Bronfenbrenner (1997) which gives the perspective of the school environment and fourth step of Maslow's theory which is self-esteem were deemed appropriate for the study. The study employed a descriptive survey design. The target population was 1416 teachers from which 305 teachers were sampled to take part in the study. Stratified random sampling and simple random sampling with optimum allocation technique was used to ensure a fair distribution of the sample size. Data was collected using a structured questionnaire and an observation checklist. To measure self-esteem, a Rosenberg 4-point Likert scale was used. Collected data was cleaned, coded and analysed using (SPSS 23). The findings of this study indicated that the status of the physical infrastructure in schools under study were wanting. Of the respondents, 55.8% reported that classrooms are overcrowded, 59% reported that desks, chairs and lockers for both teachers and pupils were not in good condition and in 72.9% of the schools sampled, it was reported that textbooks were not enough. On social welfare, over 90% of the respondents indicated that interpersonal relationships are an important learning and teaching component. Furthermore, 90% of the respondents believe that a conducive work environment brings about excellent work. On measuring the teachers' self-esteem on the Rosenberg global self-esteem, the findings revealed that 50% of the respondents scored between 12-16 points implying teachers have an average self-esteem which is influenced by the school environment. Based on the findings, it is recommended that the government and other education stakeholders should invest in the improvement of the school environment of public primary schools to boost teachers' self-esteem

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OPERATIONAL DEFINITION OF TERMS

Mesosystem- refers to the relationship between the teacher and other school stakeholders such as administration, parents and the pupils.

Microsystem- is where the teacher works also referred to as the physical environment.

Recognition of achievement- Acknowledgment of Positive outcomes

School administration- Constituted by the Head teacher, Deputy Head teacher and the senior Teacher tasked with ensuring of maintaining order in the school. This involves stabilizing of critical relations between teachers, pupils, parents and other personnel within the school environment.

School Environment- school environment has been characterized as physical and human environment; whereby for physical infrastructure includes everything from electricity, toilets, safe buildings, libraries, computer rooms, safe classrooms, sports halls and fields, running water, fencing and school equipment. Without these things, a school cannot work properly. Human environment consists of teacher-teacher interactions, teacher-administration interactions, and teacher-parent interaction.

Self-esteem- Self-esteem is the way one generally feels about or evaluates him or herself at a given point in time. For teachers, it is important they feel competent, confident and satisfied in their work and they should also feel that others value and respect them.

Shared Beliefs and Values- Working together towards a common purpose

Social Welfare Relations- Refers to the interpersonal relationships amongst teachers' pupils and administration

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter contains the background of the study, statement of the problem, the objective of the study, research questions, significance of the study and justification, scope of the study, limitations, and assumptions.

1.1 Background to the study

Self-esteem is a very vital part of self-motivation and without a sense of self-worth, one's motivation will severely be limited. Teachers should work in a conducive school environment that can satisfy their self-esteem needs to be able to feel confident in their abilities. School environment refers to a set of factors which give each school a personality, a spirit, and a culture. Studies have found that school environment influences teachers' cognitive, affective outcomes and values (Dorman, McRobbie, & Foster, 1999; Webster & Fisher, 2003). School environment is also related to how teachers implement school policies and control their classrooms. Research has demonstrated that when teachers work in unfavourable conditions they experience low self-esteem and thus they have no confidence to perform various tasks (Phan, 2010). According to Phan, (2010) self-esteem is an individual's sense of self-worth, or the extent to which individuals value, appreciate or like themselves. Preliminary observations by the researcher show that teachers in public primary schools have experienced several challenges since the introduction of Free Primary Education (FPE) in 2003. FPE induced high pupil-teacher ratio, overpopulated classrooms, inadequate sitting space and limited learning tools. Despite the increase in the pupils' population, nothing much has been done to improve the school environment. This study intends to find out what influence this has on the teachers' self-esteem

According to a study done in Romania, teachers who have a high self-esteem, have clear and stable opinions about themselves, they talk about themselves in a transient, consistent, positive way; they empathize with their students; they work effectively, they take themselves into account in making decisions and they persevere in their decisions (Vărășteanu & Iftime, 2013). Conducive school environment such as good interpersonal relationship, availability of resources and a suitable workload have positive influences on teachers. Some of these positive influences are reduced teacher stress, low turnover, less absenteeism, high motivation, high job satisfaction, cooperation, effectiveness in classrooms and increased student achievement (Cardoso, Ferreira, Abrantes, Seabra, & Costa, 2011).

In both developing and developed countries, a poor school environment such as work overload, crowded classrooms, poor physical infrastructure, lack of necessary resources, low support from administrators, colleagues, and parents have negative impacts on teachers. Some of the negative impacts are low self-esteem, associated with high level of stress, poor morale, and low job satisfaction (Wolters & Daugherty, 2007). In Turkish and Australian secondary schools for instance, crowded classrooms, double shift education, lack of equipment are some of the problems that contribute to a teacher's low self-esteem (Geving, 2007; OECD, 2007).

The quality of physical school buildings contributes to either low or high self-esteem of a teacher. For instance in the U.S.A and in the United Kingdom, schools with well managed classrooms, toilets, walkways, well-lit classrooms and constant supply of safe water motivate teachers to always feel that they are valued and this increases their self-esteem (Rhodes, Nevill, & Allan, 2004). My study intended to find out the status of the school infrastructure in Kenya and particularly in public primary schools in Eldoret East Sub County.

School environment may affect two major levels of self-esteem of a teacher namely; performance self-esteem and social self-esteem. Performance self-esteem can be viewed as teacher's sense of general competence and it includes results he/she produces at his/her class, self-efficacy and self-confidence to deliver the lessons. This is because teachers who have high performance self-esteem believe that they are smart and capable of attaining good results (Rhodes et al., 2004). Social self-esteem refers to how teachers believe others perceive them. For instance if teachers believe that other teachers, parents and administrators value and respect them, they will experience high social self-esteem (Wolters & Daugherty, 2007). Self-esteem influences a teacher's job satisfaction or job dissatisfaction (Kearney, 2008). Kearney established that teachers in Midwestern school district, in United States were satisfied with class size, support from parents, and availability of resources.

Inter-personal relationships among teachers within a school can either reduce or increase teachers' levels of self-esteem. Teachers who are satisfied about their interpersonal relations with their co-workers are satisfied towards work organizing aspects as well (Cristina-Corina, 2012). Positive teacher and administration relationship is critical to self-esteem. A school administrator is liable to stabilize the critical relations between teachers, pupils, parents and other personnel within the school environment. A school administrator who communicates with staff members and sets the tone for cooperation, and a shared sense of purpose invokes teachers' self-esteem and this brings about job satisfaction (Moore, 2012). The level of social welfare in a school environment can influence self-esteem. The underlying theory from these discussed scholars is that school environment influences self-esteem of a teacher. However, there was no evidence to indicate that this theory holds at the public primary schools in Eldoret East Sub County, Kenya. It is against this background that the current study was done.

In Africa, a report by doctor John-Thones on the state of physical structure of Mawuli secondary schools in Ghana , indicates that they are in a terrible state and they continue to deteriorate (Dr. John-Thones, 2004). This reviewed report was conducted in Ghana. This country may be having different policies on how their schools are run.

Another study was done to find out the factors affecting boarding secondary schools in Kenya (Jagero, 2011). The findings of the study revealed that in most boarding secondary schools in Kenya, there is lack of clean water and even the taps that existed were broken and rusty. This raised the need to examine the quality of the physical infrastructure in public primary schools. The researcher intended to find out this and its influence to the teachers 'self-esteem in public primary schools in Eldoret East Sub County.

Magendri conducted a study in South Africa on strategies to raise teacher morale and improve school climate (Magendri, 2011). The focus of the study was to find out how teacher – teacher relationship improves teacher and student self-esteem. The findings of the study revealed that good relationships among teachers themselves, is a strong indicator for boosting self- esteem.

To get students to become involved and gain their interest in the learning process often requires interaction skills from teacher in his relationship with students (Hay, Hodgkinson, Peltier, & Drago, 2004). One of the most important responsibilities for instructors is to interact in positive ways with students (Faranda & Clarke, 2004). Research has shown that there is an association between positive teacher-student relationship and self-esteem (Cornelius-White, 2007). A positive teacher-student relationship creates a non-threatening environment thus enhancing self-esteem (Abrantes et al., 2007). Teacher-student relationships are influenced in part by the ease with which communication takes place, the degree to which students feel free to ask

questions and express their views, and how accessible and responsible faculties are to information-related problem.

Before the introduction of the quota system of selection into secondary schools, over 80% of form one student intake in National schools in Kenya came from private primary schools, which implied poor performance in public primary schools. There have been controversial discussions by politicians, parents and the public as a whole, concerning the performance of private verses public primary schools in the Kenya Primary Certificate of Primary Education (KCPE). Private primary schools appear to perform better than public primary schools. A case study on factors contributing to the academic performance of both private and public primary schools of Kitale Municipality in Kenya, revealed environmental differences (Ochenje, 2015). Ochenje found out that the highest teacher-pupil ratio in private schools was 1:36 while that of public primary schools was 1:61. The lowest teacher-pupil ratio was 1:12 in private primary schools while the lowest, teacher-pupil ratio in public primary schools was 1:31. This shows environmental differences in this schools and thus a need to explore the public primary school environment and how it influences teachers' self-esteem as they are key players in school performance.

Since the introduction of Free Primary Education (FPE) public primary schools have been performing dismally. For instance, in 2003 KCPE results, more than 31% of the top 100 candidates came from private schools. In 2004 more than 92% Of the top 100 candidates came from private primary schools. In January 2006; 68% of admission to National schools came from private schools (GOK, 2005). Poor literacy rates may indicate unfavourable working conditions for the teachers, and teachers' low level of self-esteem. There was justifiable need to determine the best school environment that can raise the self- esteem of teachers and improve their commitment to duty.

1.2 Statement of the Problem

Incidences of low self-esteem among public primary school teachers have been on the rise. There is ongoing debate about devotion and levels of self-esteem in our educational institutions. The hatred shown by children who quit school or discussion of parents about school teachers and their behaviour demands a look into the real cause of such negative attitudes. Learning materials and good physical structures such as school buildings, appropriate classroom sizes, laboratories, enough toilets and play grounds play a significant role in enhancing a conducive school environment which in turn increases the teachers' self-esteem. The opposite is also correct.

Free Primary Education (FPE) induced high teacher-pupil ratio, overpopulated classrooms, inadequate sitting space, strained school infrastructure and limited learning resources. These factors compounded may affect the teachers' self-esteem negatively and this could affect the capacity of public primary school teachers to deliver quality services

Many scholars have conducted research on self-esteem of students, but little has been done on teachers' self-esteem. The micro-system such as peer interaction among students have a significant influence on students' self-esteem, such as peer rejection. Peer rejection significantly influences self-esteem of students leading to several negative social outcomes (Hughes,2009).

There is an outcry by education stakeholders such as politicians, parents and the public at large, concerning the poor performance of public primary schools in the Kenya Primary Certificate of Primary Education (KCPE). Therefore, there is need specifically, for studies that investigate the influence of the school environment on teachers' self-esteem in public primary schools since they are key players in school performance.

1.3 Objectives of the Study

The main objective of the study was to establish the influence of school environment on teachers' self-esteem in public primary schools in Eldoret East Sub-County of Uasin Gishu County.

The study was guided by the following specific objectives:

- a) To establish the status of the physical infrastructure of public primary schools in Eldoret East Sub County
- b) To determine the level of social welfare relations among teachers in public primary schools in Eldoret East Sub County
- c) To establish the level of teachers' work satisfaction in respect to their school environment.
- d) To find out the teachers' level of self-esteem in public primary schools in Eldoret East Sub County.

1.4 Research Questions

What is the status of the physical infrastructure of public primary schools in Eldoret East Sub County?

- a) What is the status of the physical infrastructure of public primary schools in Eldoret East Sub County?
- b) How are social welfare relations among teachers in public primary schools in Eldoret East Sub County?
- c) What are the levels of teachers' work satisfaction in respect to their school environment in Eldoret East Sub County?
- d) What are the teachers' levels of self –esteem in public primary schools in Eldoret East Sub County?

1.5 Significance of the Study

The findings of the study did shed light on the status of the physical infrastructure, the interpersonal relations among teachers, teachers' levels of work satisfaction and the levels of teachers' self-esteem in public primary schools in Eldoret East Sub County. A conducive school environment will have a positive influence on teachers' self-esteem whereas a non-conducive school environment will have a negative influence on their self-esteem. School environment is a key element to increasing teachers' self-esteem because it has been revealed in other studies that teachers with high self-esteem can control and evaluate situations in any circumstance and that they tend to focus more on their tasks or job assigned to them. Studies have also established that when teachers experience stress in their workplace, they tend to experience a decline in self-esteem and have no confidence to perform their tasks. Therefore, this study will contribute to strategies that can help in improving the school environment and thus enhance teachers' self-esteem for better performance.

1.6 Justification of the Study

The school environment plays a crucial role in increasing or lowering self-esteem among school teachers (Moore, 2012). A conducive school environment comprises of the following components: supportive administration, enforcement of rules by the principal and other teachers, shared beliefs and values, good communication among the principal and staff, cooperation among staff and recognition of achievement and hard work by the principal (Moore, 2012). Furthermore, learning materials and also good physical structures such as school buildings, appropriate classrooms, laboratories, enough toilets and playgrounds also play an important role in enhancing a conducive school environment. A non-conducive school environment plays a crucial role in the experience of job dissatisfaction among teachers and lowers their self-esteem.

1.7 Scope and limitations of the study

The study was to establish how the school environment influences teachers' self-esteem in Eldoret East Sub-County of Uasin Gishu County, Kenya. It was conducted in the nine educational zones of Eldoret East Sub County using the descriptive survey design. The population composed of 144 schools and 1416 teachers in public primary schools, who were in service at the time of the study. A sample of 58 schools and 305 teachers were proportionately distributed among the nine zones respectively. The study examined the following; status of physical infrastructure, the level of social welfare relations among teachers, teachers' work satisfaction in respect to their school environment and; the teachers' level of self-esteem in public primary schools in Eldoret East Sub County of Uasin Gishu County, Kenya.

a)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the review of related studies on the influence of school environment on teachers' self-esteem is described. The focus is on the influence of the school environment on teachers' self-esteem in Eldoret East Sub County Kenya. The chapter is divided into various sections as per the study objectives. Finally, the summary of the chapter is described.

2.1 Status of physical Infrastructure in public primary schools in Eldoret East Sub-County Kenya

The quality of physical school buildings contributes to either low or high self –esteem of a teacher. For instance in the U.S.A and in the United Kingdom, schools with well managed classrooms, toilets, walkways, well-lit classrooms and constant supply of safe water motivate teachers to always feel that they are valued and this increases their self-esteem (Rhodes et al., 2004). Physical infrastructure influences teachers' cognitive, affective outcomes and values(Webster & Fisher, 2003). Physical infrastructure is related to how teachers implement school policies as well as the control of classrooms.

Availability of resources and a suitable working physical environment influences teacher's self-esteem positively. Some of these positive influences are reduced teacher stress, low turnover, less absenteeism, high motivation, high job satisfaction and more cooperation(Cardoso et al., 2011). On the other hand, a poor state of physical infrastructure, lack of necessary resources such as enough books and other equipment, low support from administrators, colleagues, and parents have negative impacts on teachers. Some of the negative impacts are low self –esteem, associated with high level of stress, poor morale, and low job satisfaction (Wolters & Daugherty, 2007). These views were supported by findings of a survey carried out on Turkey and Australian

secondary schools (Geving, 2007; OECD, 2007). The focus of the survey was on the status of school buildings such as libraries, laboratories, classrooms, and other equipment used for teaching and learning such as books. The findings of the survey revealed that the infrastructure was in bad state and thus it contributed to a teacher's low self-esteem.

Other studies conducted in Asia on teachers' perceptions on the influence of a school physical environments on a teacher's self-esteem showed that sub-standard school buildings affect the primary school teachers' morale and motivation, so eroding their commitment to teaching (Bong & Clark, 1999; Buckley, Schneider, & Shang, 2005). This reviewed study was carried out in locality different from where the current study was conducted. The current study was conducted in Eldoret East Sub County, Kenya.

A study that was conducted in New Delhi, India on the status of 642 government schools which included rural and urban ones (You, 2013), wanted to find out whether there are significant lapses in the Right to Education Act since its implementation in 2009 and the status of infrastructure in these schools. The study revealed that provision of such facilities as toilets, drinking water, dormitories classrooms was not at 100 %. Only 18 % of the schools had separate toilets for girls and around 49 % of them had common toilets for staff and students. In 18 % of the schools, the mid-day meals were either not cooked inside a designated kitchen or the schools did not have a kitchen at all. Further, the study's findings showed that almost 63% of this government schools did not have a boundary wall, that 39 % of the rural and 52% of the urban schools were without classrooms and that some of the schools did not have a separate room for head teachers (You, 2013). This reviewed study was conducted in a different locality from where the current study was conducted. Government policies in different countries on education and schools are different.

A report by Doctor John-Thones on the state of physical infrastructure of Mawuli secondary schools in Ghana schools, that they are in a terrible state and they continue to deteriorate (Dr. John-Thones, 2004). The report points out that an entry road to the school is full of potholes, tree parks need a fence, student dormitories are not cemented, and sewerage contents are seeping into the surrounding soil, the lavatory is in very poor condition with broken gutters, all shower heads are missing, and the outside physical structure needs re-painting. This reviewed report was conducted in Ghana a country far away from where the current study was conducted. Equally this country may be having different policies on how their schools are run.

A study was done to find out the factors affecting boarding schools in Kenya (Jagero, 2011). The findings of the study revealed that in most boarding secondary schools in Kenya, there is lack of clean water and even the taps that existed were broken and rusty. This reviewed study focused on only boarding secondary schools, but the current study focused on public primary schools in Eldoret East Sub-County, Kenya.

2.1.1 Class size

Class size refers to population of learners in a classroom (Finn & Achilles, 1999). According to Achilles lower class sizes offer a wide range of benefits for students at all levels of learning. This is because many teachers who work in overcrowded classes have low morale and low self-esteem. Equally, motivation suffers and teaching methods are restricted to lecturing, which brain-based learning has already shown to be, by itself, the poorest of all teaching methods (EZE, 2013). With overcrowded classrooms, new and more dynamic teaching strategies and techniques cannot be utilized. Overcrowded classes also burden teachers with an increased workload. This leaves less time for dealing with the other duties such as extra-curricular activities that teachers must attend to. Furthermore, the large classes as found out by Dustmann et. al impact negatively on the teachers' self-esteem (Dustmann, Rajah, & Soest, 2003).

The above, author further pointed out that increasing class sizes have a detrimental effect on student behaviour and, as such, reduce the opportunities for teachers to provide the level and quality of teaching that is needed to enhance student learning. These sentiments were echoed by Finn & Achilles who conducted a longitudinal study in Tennessee (Finn & Achilles, 1999). Random sampling was used to select learners. The learners were assigned to various classes. Smaller classes had a population of 13 to 17 students, whereas large classes had a population of 22 to 26 students. The target population composed of 12,000 children in 79 schools. The researcher then compared the results in the two classes. The findings of the study showed that teachers who taught in smaller classes exhibited high self-esteem whereas those who taught in large classes exhibited low self-esteem. The reviewed above study employed longitudinal design whereas my study will use cross sectional survey design. This method is considered appropriate because it will enable the researcher to collect data at one point in time. The longitudinal design used on reviewed study is prone to most threats of external validity and thus it will interfere with the data collected (Finn & Achilles, 1999).

2.1.2 Levels of Social Welfare Relations among Teachers

Social welfare refers to relationships among teachers, pupils and administrators (Abrantes et al., 2007). Inter-personal relationships among teachers within a school can either reduce or increase teacher's self-esteem need. Teachers who are satisfied about their interpersonal relations with their co-workers are satisfied towards work organizing aspects too (Cristina-Corina, 2012). Self-esteem grows when teachers feel valued by the people around them, particularly their other teachers, pupils and the administrators.

This study focused on the following levels of social welfare, teacher-teacher relationship, teacher-pupils relationship and teacher –administrator relationship.

2.1.3 Teacher - Pupil Relationship and Self Esteem

Self-esteem is an individual's sense of self-worth, or the extent to which individuals value, appreciate or like themselves. According to Vărășteanu & Iftime, teachers who have high self-esteem, have clear and stable opinions about themselves, they talk about themselves in a transient, consistent, positive way; they empathize with their students; they work effectively, they take themselves into account in making decisions and they persevere in their decisions (Vărășteanu & Iftime, 2013). Teachers play an important role in the trajectory of students throughout the formal schooling experience (Jean A Baker, Grant, & Morlock, 2008).

To get students to become involved and gain their interest in the learning process often requires interaction skills from the teacher in his relationship with students (Peltier, Drago, & Schibrowsky, 2003) One of the most important responsibilities for teachers is to interact in positive ways with students (Faranda & Clarke, 2004). Research has shown that there is an association between positive teacher-student relationship and self-esteem (Cornelius-White, 2007). A positive teacher-student relationship creates a non-threatening environment thus enhancing teacher self-esteem (Abrantes et al., 2007). Teacher-student relationships are influenced in part by the ease with which communication takes place, the degree to which students feel free to ask questions and express their views, and how accessible and responsible faculties are to information-related problems (Peltier et al., 2003).

Teacher-student relationships are classified as having the presence of closeness, warmth, and positivity. Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development. These include relationships with peers and developing self-esteem and self-concept. Through this secure relationship, students learn about socially appropriate behaviours as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001) . From these views it has been indicated that

teacher student relationship is key to enhancement of self-esteem. This prompted this current study to be conducted in Kenya to find out if the same sentiments cited are applicable to public primary schools in Eldoret East Sub- County.

Self-esteem also has positive or negative effects upon the activities that the individual undertakes, because it entails an evaluation of self-image. Self-esteem dynamics can be brought under discussion in the educational environment in the case of both teachers and pupils. In a research conducted in Romania it revealed that, ‘the teacher’s self-esteem determines the level of the pupils self-esteem .Consequently, teachers with high self-esteem levels, who think of themselves as competent and meet all the requirements of their profession act in certain ways which lead to high levels of self-esteem among their pupils (Cristina-Corina, 2012). These teachers do not insult the pupils, they do not apply immediate punishment and they use encouraging strategies. On the other hand, teachers with low self-esteem levels exhibit deviant behaviour when facing failure, which leads to low levels of self-esteem amongst their pupils (Cristina-Corina, 2012). This study focused on both the students’ and teachers self- esteem, but the current study only investigated on teachers’ self -esteem. The reviewed study was also conducted in Romania a country far away, from where the current study was carried out.

Studies by Jean and other scholars showed that positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Jean A. Baker, 2006; Silver, Measelle, Armstrong, & Essex, 2010). This is because good teachers-student rapport contributes to a supportive classroom in which students can engage in academically and socially productive ways as earlier pointed out by (Hamre & Pianta, 2001). The reviewed study investigated on teacher- student relationship on academic performance but the current study was focused on teachers’ self-esteem this is because student-teacher relationship influences both the teacher and the learner.

Teacher-student relationships can have a significant effect on the peer acceptance of students. Teachers' interactions with students can affect classmates' perceptions of individual students, in turn affecting ways in which students choose whom to interact with and accept (Hughes, 2009). Conflicting interactions between teachers and students may convey a lack of acceptance, causing other students to also reject the student involved in the conflict with the teacher. Peer rejection significantly influences self-esteem of students leading to several negative social outcomes. This reviewed study mainly focused on students' self-esteem thus necessitating the current study to investigate on the variable pupil-teacher relationship on self-esteem of teachers. This is because a relationship between two people is likely to affect those involved either way.

Research by Paswan showed that a high level of teacher-student relationship led to increased students' interest overall attention in learning (Paswan & Young, 2002). Moreover, students tend to prefer instructional methods that are more interactive (Abrantes et al., 2007). Thus, teacher-student interaction positively affects student-student interaction. This reviewed study focused on student attention as the dependent variable, but the current study focused on teacher's self-esteem as the dependent variable of teacher-student relationship.

A study was done on the effect of students' classroom behaviour on teacher self-esteem (Fernet, Guay, Senécal, & Austin, 2012). The participants of the study were 806 Canadian teachers in public elementary and high schools. The results of the study showed that students' disruptive behaviour in the classroom affected negatively on a teacher's motivation to continue teaching and thus it lowered the teacher's self-esteem. This reviewed study targeted both elementary and secondary teachers while the current study focused on public primary school teachers. This is because teachers at different levels of teaching have different perceptions of school environment that contribute to high or low self-esteem.

Geving did a survey in Minneapolis, USA. The objectives of the study were to identify the student behaviours associated with teacher self – esteem (Geving, 2007). The other objective was to determine the types of teacher behaviour that may elicit this stressful behaviour. The target population was student teachers and their supervisors. Data was collected with a stressful student behaviour questionnaire, a teacher self- esteem questionnaire, and a teacher stress survey. The results showed that students’ lack of effort in class was strongly associated with teachers’ low self - esteem. The other finding was that coming to class unprepared led to students’ disruptive behaviour hence low teacher self- esteem. The reviewed study was conducted in USA a locality far away, from where the current study was conducted.

2.1.4 Teacher - Administrator Relationship on Self Esteem

Teacher and administration relationship is critical to self-esteem. A school administrator is liable to stabilize the critical relations between teachers, pupils, parents and other personnel within the school environment. A school administrator who communicates with staff members and sets the tone for cooperation, and a shared sense of purpose invokes teachers’ self-esteem and this brings about job satisfaction (Moore, 2012).

OECD conducted a survey on relationship between school leaders and teaching staff in Turkey and Australian School (OECD, 2007). The results of the survey showed that successful school leaders who use praise effectively promote a teacher’s self- esteem. The use of praise also contributes to better teachers’ delivery of service. Sincere and honest praise lets teachers know that they are appreciated. This simple act takes little time but will provide many benefits. With a few positive, encouraging words and a pat on the back, you can recognize and reinforce desired performance behaviours. It is important that teachers are aware that they are viewed as valuable members of the

organization. With praise, an administrator can create and reinforce a positive self-image in teachers making them feel like winners. This author further pointed out that teachers under stress also need a few words of praise to let them know they have done the right thing in a difficult situation. In addition, when a teacher has been assigned necessary but unchallenging tasks, they, too, must be praised for their contributions. This reviewed survey was conducted in Turkey and Australia localities which are far away from where the current study was conducted, hence prompting the current study to be conducted in Kenya and particularly in Eldoret East to find out ways which administrators use to boost self-esteem of teachers. This is because different administrators have different tactics to use to motivate their workers.

Moore (2012) did a study on the role of school environment in teacher self - esteem among USA public school teachers. The main purpose of the study was on principals' leadership styles and teacher self - esteem. The findings of the study showed that teachers who were involved in decision-making were more satisfied and were more effective in their service delivery. The other finding of the study was that a school principal who understood his/her teachers' weaknesses contributed to a teacher's high self- esteem and thus the teachers were more likely to attend to their lessons. The reviewed study was done in a country far away from Kenya, this prompted the current study to focus on Eldoret East Sub-County, of Uasin Gishu County in Kenya.

2.1.5 Teacher - Teacher Relationship on Self Esteem

Inter-personal relationships among teachers within a school can either reduce or increase teacher's self-esteem. Corina and others who conducted a study on teacher and student interaction as determinants of self- esteem (Abrantes et al., 2007; Cardoso et al., 2011; Cristina-Corina, 2012), hold that teachers who are satisfied with their interpersonal relations are satisfied with their work organizing aspect as well. The study was conducted in Portugal. The sample of the study consisted of 2000 Portuguese high

school students. The study's results showed that teacher and student interaction either positively or negatively affect both teacher and student self-esteem. The reviewed study only sampled students necessitating the current study to conduct a study on teachers only. The reviewed study targeted secondary schools, but the current study targeted primary public-school teachers.

Magendri conducted a study in South Africa on strategies to raise teacher morale and improve school climate (Magendri, 2011). The focus of the study was to find out how teacher – teacher relationship improves teacher and student self-esteem. The target population was secondary school teachers. The tools for data collection were the questionnaire and focus group discussions and video recordings of the discussions. The findings of the study revealed that a good relationship among teachers themselves is a strong indicator for boosting self- esteem. The findings of the study showed that; teacher-teacher relationships can be strengthened by teachers loving one another, doing cooperate teaching and sharing of important educational matters. The study concluded that if teachers' self-esteem is not catered for in a school set up, it could affect either positively or negatively on delivery of lessons, teacher effectiveness and leadership, and students' self- esteem. This reviewed study focused on secondary school teachers thus necessitating the current study to target public primary school teachers.

2.1.6 Teachers' Level of work satisfaction and school environment

Work satisfaction is an essential incentive to increase performance and increase teachers' self-esteem. In teaching, work satisfaction is associated to good relationship between teacher and learner and conducive infrastructure both in and outside the classroom (Woolfolk Hoy & Davis, 2006). To support this sentiment Santisi and others did a study on teaching strategies and work satisfaction in Italy (Santisi, Magnano, Hichy, & Ramacib, 2014). The participants were 210 Italian teachers working in primary and secondary schools. Data was collected with a Meta cognitive

questionnaire. The results of the study showed that in schools where teachers have sufficient teaching learning resources and they utilize them, boosts the teachers' work satisfaction. The current study intends to find out what the situation is like in public primary schools in Kenya and the influence it has on the teachers' self-esteem. The reviewed study sampled both primary and secondary teachers, whereas the current study focused on public primary teachers. The reviewed study was conducted in a different geographical area from the current, which was conducted in Kenya.

A study was done in Romania on teachers work satisfaction in relation to the school life quality (Vărășteanu & Iftime, 2013). The target population of the study was teachers. The study revealed that school quality life is closely related to the teaching learning system and therefore it contributes to improving work satisfaction. When working conditions are hospitable there is work satisfaction, but when working conditions are hostile, the result is work dissatisfaction among teachers. The reviewed study was carried out in a different locality and did not specify the category of teachers it targeted, therefore prompting the current study to focus on public primary school teachers in Kenya, and those teaching in public primary schools in Eldoret east Sub County. This was to enable the researcher to assess the level of teachers 'work satisfaction as a school environment and its influence on teachers' self-esteem.

Kinga (2014) conducted a comparative study on levels of self-esteem among students of single and dual parent families. The target population was 4257 Form 3 and Form 4 students from 18 public secondary schools in Nakuru Municipality. Findings of the study indicated that there was no statistically significant comparison in level of self-esteem among students from single parent families and those from duo parent families ($p > 0.05$). This suggests the level of self-esteem of a student does not depend on the type of parenthood per se but on a complex interaction of other factors such as the type of relationship between parents and children, the school environment and teaching conditions among others. The study recommended that since self-esteem is a concern

for children from both single parent and duo parent, teachers, counsellors, parents and other educational stakeholders should address the issue from a more holistic position and seek to come up with strategies to boost self-esteem that are unique to each student's situation. The reviewed study only focused on students' self-esteem but this current study focused on teachers' self-esteem in public primary schools in Eldoret East sub-County (Kinga, Kimani, & Muriithi, 2014).

Basak & Ghosh (2011) conducted a study on school environment and locus control in relation to job satisfaction among school teachers in India. The purpose of the study was to explore different patterns of job satisfaction with school environment and locus control in various groups of school teachers selected from Kolkata, India. The sample size was composed of 160 teachers and data collection was through a revised school environment questionnaire, rotter locus of control scale and job satisfaction questionnaire. The findings revealed that work satisfaction was significantly related to different domains of school environment. The reviewed study did not specify the kind of teachers who were targeted thus prompting the current study to target primary school teachers and specifically those in public primary schools. The researcher of the reviewed study did not specify the variables of school environment that influence job satisfaction thus necessitating the current study to focus on class size and physical infrastructure such as availability of desks, books and state of school buildings for instance classrooms (Basak & Ghosh, 2011),

2.1.7 Teachers' level of self-esteem

Self-esteem refers to the individuals' sense of his or her overall worth or value as a person. Self-esteem has been defined as possibly the most important human life factor in the development of a healthy and sound personality (Noddings, 2003; Wigfield & Eccles, 2000). In recent years in educational research, teachers' beliefs and thought processes have gained much consideration (Pajares, 1992). The viewpoint a teacher

holds regarding his responsibility and work influences his or her conceptions of children, curriculum, instructional arrangement and behaviour (Bukor, 2011; Richardson, 1996). With regard to teacher preparation, teachers' attitudes and beliefs influence the means they learn to teach at the same time as well as their behaviour and judgments in the classroom (Bukor, 2011; Richardson, 1996).

Rosenberg argued that a person's stable, enduring sense of self-worth overtime is named baseline self-esteem (Rosenberg, 1965). Regardless of the amount of failure or success experienced, persons with high baseline self-esteem tend to evaluate themselves positively, while persons with low baseline self-esteem tend to be self-critical. Self-esteem is defined by how much value people place on themselves. It refers to the evaluative component of self-knowledge (Dembo & Eaton, 2000). High self-esteem refers to a highly favourable global evaluation of the self (Baumeister, Campbell, Krueger, & Vohs, 2003). Low self-esteem, by definition, refers to an unfavourable definition of the self (Wentzel, 1998). Self-esteem could serve helpful and valuable functions (such as for managing one's life) is so far as it is based on an accurate, rather than inflated, evaluation of one's characteristics (Borba & Olvera, 2001). Labone cited by Gupta mentions that teachers with low self-esteem suffer burnout and leave the teaching profession (Gupta, 2002). When teachers lose faith in their potential and abilities, it leads to high teacher turnover or even worse because dissatisfied teachers create unhappy classroom environment for their pupils. (Danielson, 2006; Le Cornu, 1999). Teachers holding positive self-esteem are more likely to reflect on and seek betterment of their teaching practices as well as maintain inter-personal skills that are conducive to teaching-learning process (Danielson, 2006; Le Cornu, 1999). It is with this in mind that this study seeks to evaluate the teachers' level of self –esteem in public primary schools in Eldoret East Sub –County.

2.1.8 Indicators of teachers' self-esteem ditto

According to the work of Branden (1995) there are six pillars on which the health of self-esteem awareness depends. He mentions living consciously, self-acceptance, self-responsibility, self –assertiveness, personal integrity and living purposefully as the six pillars on which self-esteem is built upon (Branden, 1995). Living consciously refers to being aware of the present to know what we are doing as we seek whatever bears on our interest. The values and goals should be both aware of the world external to self and to the world within. On self, acceptance Branden defines it as being self-accepting to one owns' experiences without denial or disowning reality as a mere façade. Self-acceptance involves our emotions to be not only respectful but compassionate towards ourselves even in circumstances in which we do not admire or enjoy some of our feelings and decisions to refuse being in an adversarial or rejecting relationship to ourselves. Branden sees self-responsibility as the ability to recognize and know we are the author and scripter of our choice and actions. To be self-responsible is to recognize that we are the author of our choice and actions; that we must be the ultimate source of our own fulfilment that no one is coming to make our life right for us or to make us happy. No one will give us self-esteem awareness. (Branden, 1995)

Self-assertiveness as a pillar of self-esteem is to honour our wants and needs and to look for their appropriate form of expressing in reality; it is to live our values in the world; to be willing to be who we are and allow others to see it; to stand up for our convictions values and feelings. Another pillar of self-esteem mentioned by Branden is to live with personal integrity and to have principles of behaviour to which we ought to remain loyal in action; to keep our commitments and to walk our talk. He regards living purposefully as being able to take responsibility for identifying our goals and perform the action that will enable us to achieve and keep on track moving towards their fulfilment. (Branden, 1995).

It has been acknowledged that teachers with high self-esteem or self-concept demonstrate an excellent academic performance (Shah, 2011). The current age of knowledge and wisdom demands a highly encouraging and participatory school environment. Also, there has been an alarming debate about the devotion and level of self-esteem of teachers in our educational institutions. The hatred shown by children, who quit school, or discussion of parents about school teachers and their behaviours, definitely demands a look into the real cause of such attitude. Neither the best curriculum nor the books of high quality confer a meaningful advantage unless a teacher fulfils his obligations with care and devotion. Teachers' professional self-concept, like self-esteem is constructed from cognitive processing of their experiences of teacher education and teaching (Conchas, 2001). It refers to feelings, thoughts, and attitudes about oneself as a teacher and subsumes both self-description and self-evaluation: a necessary distinction between the two aspects of the self as suggested by self-concept researchers (Bong & Clark, 1999; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2011).

2.3 Theoretical Framework

This study was guided by; the Social ecological theory of (Bronfenbrenner, 1977) and Maslow's hierarchy of needs' theory (1943). Two theories were used because Bronfenbrenner (1977) theory only discusses the school environment and not the dependent variable of the study (teachers' self-esteem). The researcher employed the fourth step of Maslow's hierarchy of needs theory (Maslow, 1943) on self-esteem in order to counter the weakness of the social ecological theory in relation to this study.

2.4 The Social Ecological Theory

The theory was propounded by Bronfenbrenner. He argued that a school is a complex environmental system where people live and operate (Bronfenbrenner, 1977). In essence, social-ecological theory is a systems approach that defines the multi-layered environment in which individual actions occur. To emphasize the complexity of an

environment, Bronfenbrenner uses four unique subsystems; micro-system, meso-system, exo-system and the macro-system, each one nested within the other (Harney, 2007). The sub systems approach allows for interactions between the individual's social-ecological systems which is a useful tool for the study of schools because of the complex hierarchy in which schools exist. For this study, the researcher utilised the micro-system and the meso-system only. This is because the study focuses only on the school environment without the community and the larger structure of the school. The four subsystems are discussed below;

2.4.1 Micro-system

This sub system refers to the immediate classroom where teachers work and carry out majority of their activities. Examination of the microsystem in light of the school environment according to this study, revealed that the pupil-teacher ratio, overcrowded classroom and the state of pupils' chairs and desks remain important components of teachers' self-esteem, even when the school environment is taken into account. Smaller class sizes allow teachers to work with students closely which will allow to cater to their individual needs. Also, smaller class sizes help teachers to be more satisfied with their jobs and increase their self-esteem.

2.4.2 Messosystem Environment

The meso-system is defined as the school and immediate community where teachers work. This includes the status of physical infrastructure of the school, the relationship between teachers and pupils, relationship amongst teachers and the administrators' inter-personal relationship with other teachers. Examination of this sub-system in the light of the school environment according to this study, revealed that the school physical infrastructure, social-welfare relations among teachers and teachers work satisfaction remain important components of teachers' self-esteem.

2.4.3 Exo-system environment

It refers to the larger school district and community where the teacher operates, lives and interacts with others

2.4.4 Macro system

Refers to the larger structure of schooling, the various laws and statues that regulate schools

This theory is applicable to this study because it clearly defines different components that make up a school's environment. To study the teachers' self-esteem effectively, the needs to consider the complex environment in which a teacher works. For the researcher to be able to assess a teacher's self-esteem, it is to examine each sub system in every sampled school so as to be able to come up with findings which can achieve the study's objectives.

2.4.5 Maslow and self-esteem

Self -esteem is one of the needs which are discussed by Maslow (1943) in his theory of hierarchy of needs. This hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid. The fourth step of Maslow's theory, which is self-esteem, was appropriate for this study for it can provided a general framework for the integration of the various ways of conceptualizing self-esteem and it also focuses on dimensions of confidence and acceptance.

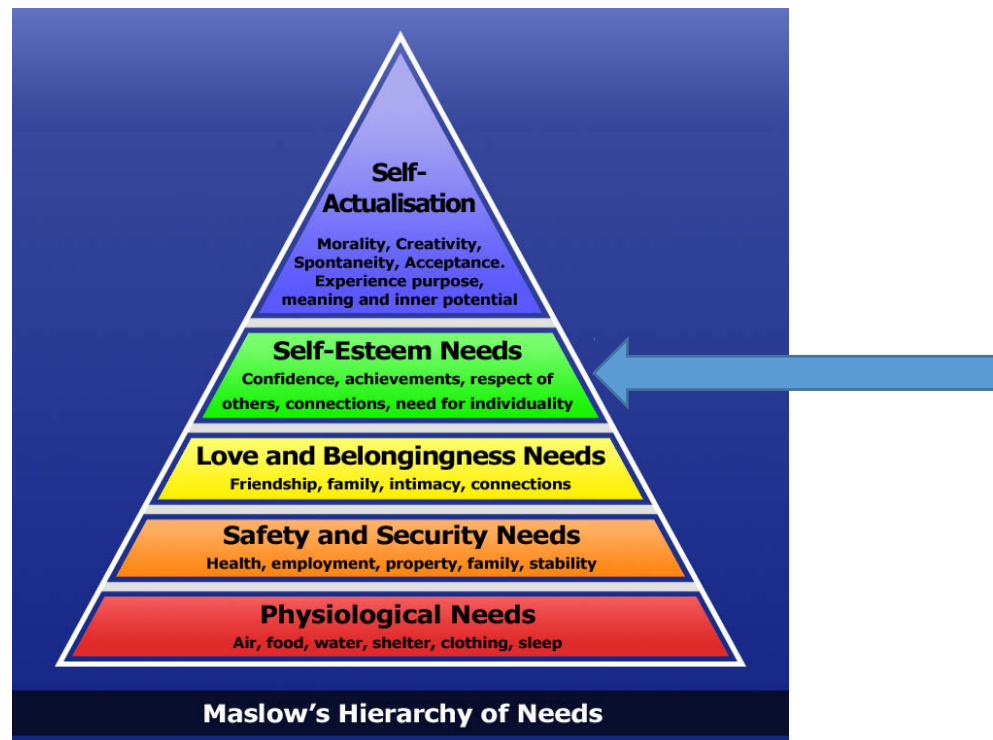


Figure 0-1: Maslow of hierarchy of needs (Adapted from Maslow theory of hierarchy of needs, 1943)

Physiological needs: The order of human needs consists of the fundamental physiological provisions such as shelter, water and food. These can be acquired if capital and employment are there.

Security and protection needs: If the requirements on the preceding level are contented, a new needs level without human intervention emerges on behalf of a higher stride in the needs hierarchy. This stage represents constancy and autonomy from physical intimidation and dangers. People want to be guaranteed that their endurance is not in difficulty. Their work is supposed to give them this sort of security. Numerous teachers have entered the education system for the reason that the service can make available a protected and stable job.

Love and Belonging needs: It includes sentimental relationships and the need to be in the right place to a group and family. Reaction from group members which confirms one's sagacity of belonging is indispensable.

Self-esteem and status needs: These needs submit to the need to feel appreciated and valued by the self and considerable others. Teachers who do not feel that their position and self-esteem requirements are being met from the beginning to the end feel that the profession has become unenthusiastic. They want to be acknowledged for their accomplishments. The need for such acknowledgment is to a certain extent met by medals and promotions. A good and safe school environment makes a teacher experience that self-worth as well. Fulfilment of these requirements leads to self-confidence and a good judgment of indulgence. Teachers who are able to satisfy the esteem needs by achieving good self-esteem in their school environment tend to feel confident in their abilities. Those who lack self-esteem and the respect of others can develop feelings of inferiority hence poor job performance. Self-esteem is a vital part of one's self-motivation and without a sense of own self-worth one's motivation will be severely limited. Without motivation it is difficult to do anything or take even the simplest steps in order to meet more basic needs.

Self-actualization needs: These needs refer to the requirements to accomplish one's potential and to develop one's capability

After the first three needs have been satisfied, esteem needs become increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment. This theory will be considered applicable to this study because the researcher will utilize it to find out if the school environments where the teachers work affect their self-esteem positively or negatively.

2.5 Chapter Summary

In the studies reviewed the following major issues in relation to this study emerged; Some researches focused on both primary and secondary schools in a single study for instance (Magnano, Ramaci, & Platania, 2014). Some studies targeted only high school students for instance (Cardoso et al., 2011). Most studies were conducted in

geographical areas which are far away from this current study for instance, (Molnar et al., 1999) conducted a study in Wisconsin; (Basak & Ghosh, 2011) did their study in India while, (Magnano et al., 2014) did a study in Italy. Therefore, given the above evidence it is worth noting that no study has been conducted on the influence of school environment on teachers' self-esteem in public primary schools in Eldoret east sub-county Kenya. This is the gap the current study seeks to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, study area, study population, sampling procedures, data collection procedures and research instruments, validity and reliability, data analysis and ethical considerations.

3.1 Research Design

In this study, descriptive survey research design was used because it allows data to be collected through use of questionnaire and observations. The main tools used for data collection were a questionnaire and an observation checklist. The descriptive survey design was suitable because it allows the researcher to sample and gather information from many respondents (teachers) for investigation.

3.3 Study Area

The study area was Eldoret East Sub-County. It is one of the three sub-counties that form Uasin-Gishu County. The others are Eldoret North and Eldoret South sub-counties. Eldoret East is situated in the highlands of Kenya and enjoys a fairly moderate climate. Educationally, the sub-county has been divided into nine zones namely Ainabkoi, Moiben, Karona, Sergoit, Kaptagat, Kipkabus, Kapsoya, Meibeki and Chepkoilel. Sergoit is the largest education zone with 27 schools and 240 teachers while Kapsoya is the smallest with 4 schools and 71 teachers. Eldoret East primary school establishment shows that there are 144 public primary schools with 48, 672 pupils spread over 1, 538 classes with 1,416 public primary school teachers (Statistics for year 2015). (See appendix. and area map see appendix 7.3)

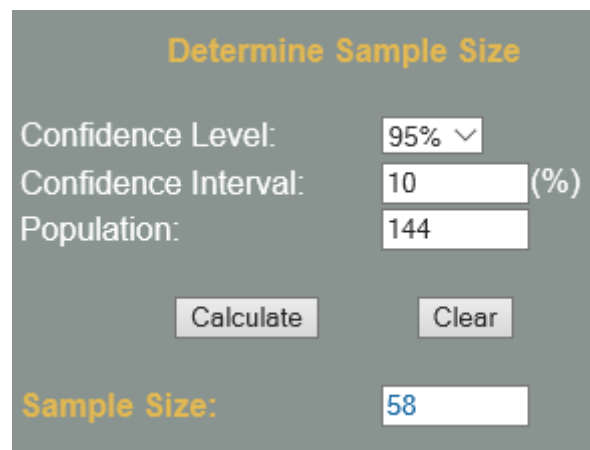
3.4 Target Population

The target population were public primary school teachers in Eldoret East Sub- County of Uasin Gishu County, Kenya. The sample for this study was drawn from 144 public primary schools and 1416 public primary school teachers in Eldoret East Sub-County.

3.5 The Sample and the Sample Size

A sample is a subset of the population (Creswell, 2013). The sample for this study was drawn from the 144 public primary schools and 1416 teachers.

To determine the sample size of the schools and the teachers to participate in the study, the researcher used the online sampling calculator (Macorr Research Solutions, 2014). A confidence level of 95%, confidence interval of 10% was used to get the sample schools. A population of 144 schools gave a sample size of 58 schools as shown on Figure 0 -2. To get the sample of the teachers, the researcher used a confidence level of 95% and a confidence interval of 5% that gave a sample size of 305 teachers, as shown in Figure 0 -3. (Macorr_Research_Solutions, 2014).



The image shows a web-based calculator titled "Determine Sample Size". It has three input fields: "Confidence Level" set to "95%", "Confidence Interval" set to "10 (%)", and "Population" set to "144". Below these are "Calculate" and "Clear" buttons. At the bottom, the "Sample Size" is displayed as "58".

Input	Value
Confidence Level	95%
Confidence Interval	10 (%)
Population	144
Sample Size	58

Figure 0-2: School Sample Size Determination

Find Confidence Interval

Confidence Level: 95% ▾

Sample Size: 305

Population: 1416

Percentage: 50 (%) ?

Calculate Clear

Confidence Interval: 5 (%)

Figure 0-3: Teacher Sample Size Determination

(Adapted from Macorr Research Solutions (2014))

3.6 Sampling procedure

The 58 schools were distributed proportionately among the 9 strata (zones) as shown in the calculations below: Then simple random sampling was used to pick the schools in each stratum,

1) Ainabkoi Zone	$\frac{19*58}{144} = 8$ Schools
2) Moiben Zone	$\frac{17*58}{144} = 7$ Schools
3) Karona Zone	$\frac{16*58}{144} = 6$ Schools
4) Sergoit Zone	$\frac{27*58}{144} = 11$ Schools
5) Kaptagat Zone	$\frac{23*58}{144} = 9$ Schools
6) Kipkabus Zone	$\frac{15*58}{144} = 6$ Schools
7) Kapsoya Zone	$\frac{4*58}{144} = 2$ Schools
8) Meibeki Zone	$\frac{14*58}{144} = 6$ Schools
9) Chepkoilel Zone	$\frac{9*58}{144} = 3$ Schools
Total	= 58 Schools

The 305 teachers sampled out of 1416 teachers were distributed as shown below in each zone and thereafter the number of teachers in each zone was divided proportionately among the schools sampled in the zone depending on the teachers in service at the time of the study. Simple random sampling was used to select teachers in each school to form the sample. This was done by assigning teachers numbers. Pieces of papers with numbers equivalent to respondents needed were mixed well. The papers were distributed to all teachers present in the school; those who picked the numbered papers formed the sample that was given the questionnaires'

1) Ainabkoi Zone	$\frac{169*305}{1416} = 36$ teachers
2) Moiben Zone	$\frac{185*305}{1416} = 40$ teachers
3) Karona Zone	$\frac{139*305}{1416} = 30$ teachers
4) Sergoit Zone	$\frac{240*305}{1416} = 52$ teachers
5) Kaptagat Zone	$\frac{210*305}{1416} = 45$ teachers
6) Kipkabus Zone	$\frac{116*305}{1416} = 25$ teachers
7) Kapsoya Zone	$\frac{71*305}{1416} = 15$ teachers
8) Meibeki Zone	$\frac{110*305}{1416} = 24$ teachers
9) Chepkoilel Zone	$\frac{176*305}{1416} = 38$ teachers
Total	= 305 teachers

3.7 Sample Size Summary

Table 0-1: Sample Size Summary for Eldoret East

Zones	Total number of schools	Total number of teachers	Schools to be sampled	Teachers to be sampled
Ainabkoi	19	169	8	36
Moiben	17	185	7	40
Karona	16	139	6	30
Sergoit	27	240	11	52
Kaptagat	23	210	9	45
Kipkabus	15	116	6	25
Kapsoya	4	71	2	15
Meibeki	14	110	6	24
Chepkoilel	9	176	3	38
Totals	144	1416	58	305

3.8 Data Collection Instruments

The study used two data collection instruments; a questionnaire and an observation checklist. The observation checklist provided information that helped to support the questionnaire responses particularly on the infrastructure of the school.

3.9 Questionnaire for Teachers

The questionnaire comprised of closed- ended and open -ended questions. A questionnaire is used to collect basic descriptive data from a sample. Closed ended question items ensured that the questions in the various categories were answered as per the research questions using a Likert scale. Open-ended questions gave the respondents liberty to express their opinions. The questionnaire was divided into various parts with each part focusing on a different variable of the study. Part A gave information on the demographic information of teachers. Section B investigated on the status of physical infrastructure. Part C investigated on levels of social welfare relations among teachers, Part D investigated on the levels of teachers' work satisfaction, and Part E investigated on teachers' levels of self-esteem in respect to school environment.

3.10 Observation Checklist

An observation checklist was employed to ascertain the status of physical infrastructure and the availability of resources like classrooms, textbooks, playgrounds and desks in the schools. The researcher did the check.

3.10.1 Self-esteem assessment: Rosenberg scoring

The study applied the Rosenberg Self-esteem scale tool to measure and score the teachers levels self-esteem. Rosenberg self-esteem scale is widely used to measure global self-esteem using a 4 level likert scale format. Some of the questions are reversely scored (marked R* below). The scale is validated with good validity and reliability levels.

Category	strongly agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree
Score	3	2	1	0

Rosenberg Global Self-esteem Scores		SA	A	D	SD
1	I feel that I am a person of worth, at least on an equal plane with others.				
2	I feel that I have a number of good qualities.				
3	All in all, I am inclined to feel that I am a failure. (R*)				
4	I am able to do things as well as most people.				
5	I feel I do not have much to be proud of (R*)				
6	I take a positive attitude toward myself				
7	On the whole, I am satisfied with myself.				
8	I wish I could have more respect for myself. (R*)				
9	I certainly feel useless at times. (R*)				
10	At times I think that I am no good at all. (R*)				

3.11 Validity and Reliability of Research Instruments

Validity means the extent to which the instruments cover the research questions whereas reliability refers to consistency over time of instruments and of groups of respondents.

3.11.1 Validity

Validity of a research instrument refers to the extent to which it measures what it claims to measure (Oso & Onen, 2008). Validity refers to the extent to which the scores and the conclusions based on these scores can be used for the intended purpose of the questionnaire. In other words, the test must produce information that is not only relevant but free from systematic errors. In this study, the content validity of the tools was assessed by submitting them to the experts in the field including my supervisors. Advice given by these experts helped the researcher make necessary changes. For the questionnaire and observation checklist to be considered valid, the content selected and included in the study must also be relevant to the variables being investigated (Patton, 2002).

3.11.2 Reliability

A research instrument is reliable if it provides consistent results upon repeated application (Patton, 2002). In this study, both reliability of quantitative data and reliability of qualitative data was determined. The questionnaire and observation checklist were piloted in six schools, which was 10% of all the total sampled schools, in the neighbouring Eldoret North Sub-County, a locality like the study area but not involved in the study. The purpose of piloting was to assist the researcher to discover weaknesses in the research- data collection instruments. 24 teachers not involved in the study were asked to complete the questionnaire. Data collected from the pilot study was used to rephrase and reorganize the instruments to achieve the objectives of the study. Piloting was important as it enabled the researcher to assess the accuracy of the instruments that were used in the study.

Cronbach's alpha was used to determine the reliability of quantitative data. This method is preferred because most questions on self-esteem on the questionnaire were at a Likert scale. Cronbach's alpha reliability coefficient normally ranges between zero and one. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. The following rules of thumb applied: ≥ 0.9 , Excellent, ≥ 0.8 , Good, ≥ 0.7 , Acceptable, ≥ 0.6 , Questionable, ≥ 0.5 , Poor and ≤ 0.5 is Unacceptable. (George, 2003) notes that an alpha of 0.8 is probably a reasonable goal. (George, 2003)

3.12 Data Collection Procedure

The researcher sought permission from the ministry of science and technology, (see appendix) and from education officers and head teachers whose schools participated in the study to enable him to conduct the research.

The questionnaire and checklist were researcher administered and the researcher used the drop and pick method. The questionnaires were left with the respondents to fill and were picked after three days which allowed the respondents enough time to respond to the questions. An observation checklist was used by the researcher to find out the status of physical infrastructure in the schools.

3.13 Data Analysis

Once the data was received from the respondents, it was immediately checked for completeness and then coded. The raw data was converted into computer usable form then the data was processed using the Statistical Package for Social Science (SPSS). Means, percentages and frequencies were used to analyse quantitative data. Qualitative data from the open-ended questions in the questionnaire were analysed using content analysis procedures; transcribed and organized into themes based on the research

questions and presented in the narrative form. These two are presented in different sections, that is quantitative and then qualitative.

3.13 Ethical Considerations

Research does involve collecting data from people and about people (Punch, 2005). Researchers need to protect their research participants, develop trust with them; promote integrity of research; guard against misconduct and impropriety that might reflect on the researcher and the university. The following ethical issues helped to enhance ethics during this study. The researcher did seek approval from the university to apply for a research permit from the National Commission for Science and Technology. A copy of the permit was forwarded to the County Commissioner and County Director of Education Uasin Gishu County for permission to carry out the research. Permission from the head teachers of the sampled schools was sort and a written consent was also obtained from the respondents.

The purpose of the study was also explained, and any clarifications made before administering the questionnaires. Participation in the study was on voluntary basis. Social desirability effect, that is; the tendency for respondents to guess what might be socially acceptable and respond according to this was avoided by affirming that respondents' answers were to be kept strictly confidential and therefore, it is hoped that teachers expressed their true feelings against the statements., Respondents and school names were not required to be indicated on the research instruments.

The completed data collection tools are kept in a safe place accessible only to the researcher. Electronic data has been protected by use of a password.

CHAPTER FOUR

RESULTS, FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presented the results findings and discussion for the study as per the objectives.

4.1 Gender Distribution

As shown in the Table 0 -2 below, 63% (192/305) of the respondents were female while 37% (113/305) were males

Table 0-2: Gender Frequency Distribution

		Female	Male	Total
Gender	Count	192	113	305
	Row N %	63.0%	37.0%	100%

4.1.1 Age Group Distribution

Of the respondents interviewed 49.5% were above 40 years corresponding to the largest age group sample, while those between 26-30 years accounted only for 7.5%. . Implying that many teachers of Eldoret East Sub-County are elderly. See age distribution Table 0 -3 below.

Table 0-3: Age Group Frequency Distribution

Age bracket	26-30 Yrs.	31-35 Yrs.	36-40 Yrs.	Over 40 Yrs.	Total
Count	23	59	72	151	
Row N %	7.5%	19.3%	23.6%	49.5%	

Table 0-4: Education Level attained by teachers

	Certificate	Diploma	Degree	Masters	PhD	Total
Count	34	102	146	15	8	
Row N %	11.1%	33.4%	47.9%	4.9%	2.6%	

From the information given on Table 0-4, approximately 55.4% of the teachers have a college degree and/or have studied further. This may imply that teachers have taken advantage of mature entry and have gone back to school to improve their education levels since most of them are elderly (49.5%) See summary table above.

Table 0-5: Duration of teaching in the current school

		Frequency	Percent
Valid	Years:1-2	61	20.0%
	Years: 3-5	65	21.3%
	Years 5-7	48	15.7%
	8 and over	131	43.0%
	Total	305	100.0%

Among the teachers sampled, (58.3%) have been in their current schools for more than 5 years, implying that staff establishment is relatively stable.

4.2 Objective one: Status of Physical infrastructure in schools

Table 0-6: Responses on Physical infrastructure in schools

		Status of School Physical Infrastructure					Total
		Strongly disagree	Disagree	Undecided.	Agree	Strongly agree	
Classrooms are in good working condition.	Count	49	75	15	127	39	305
	Row N %	16.1%	24.6%	4.9%	41.6%	12.8%	100%
My school has good lighting system.	Count	45	80	21	116	43	305
	Row N %	14.8%	26.2%	6.9%	38.0%	14.1%	100%
Teachers' desks, chairs and students' lockers are in good condition.	Count	71	109	16	91	18	305
	Row N %	23.3%	35.7%	5.2%	29.8%	5.9%	99.9%
Pupil-toilet ratio is proportional.	Count	91	118	17	57	22	305
	Row N %	29.8%	38.7%	5.6%	18.7%	7.2%	100%
Pupil- classroom ratio is proportionate.	Count	71	99	28	61	46	305
	Row N %	23.3%	32.5%	9.2%	20.0%	15.1%	100.1%
My school has constant supply of water.	Count	60	74	23	110	38	305
	Row N %	19.7%	24.3%	7.5%	36.1%	12.5%	100.1%
Teacher-pupil ratio is as per the government policy (1-60).	Count	99	87	16	57	46	305
	Row N %	32.5%	28.5%	5.2%	18.7%	15.1%	100%
Number of pupils per desk is always 3.	Count	75	98	21	78	33	305
	Row N %	24.6%	32.1%	6.9%	25.6%	10.8%	100%

As shown in the Table 4.5 above, the following are the reports of those interviewed. The cells will be compressed as follows: Strongly agree and agree will be combined as well as strongly disagree and disagree while undecided will remain, in all the discussions.

Of the participants interviewed, 54.4% reported that the classrooms are in good condition implying that most of the classrooms are as per the requirement of the Ministry of Education. However, 40.7% (40 pupils per class), disagreed while 4.95% were undecided.

On lighting system in the school, 52.1% of the respondents agreed that schools had good lighting system implying that a majority of schools are connected to electricity, 41.05% disagreed and 5.25% were undecided. Of those interviewed 59.0% disagreed that teachers', chairs and lockers are in good condition, meaning that the chairs and the tables don't provide a conducive environment for learning, 35.7% agreed while 5.6% were undecided. Of the study participant interviewed, 68.5% disagreed that pupil-toilet ratio was proportional, suggesting inadequate sanitation for the school population. 25.9% agreed while 9.2% were undecided.

On pupil-classroom ratio, 55.8% disagreed that they were proportional, this means that more than half of the study participants perceive the classrooms are crowded, 35.1% agreed while 9.2 were undecided. This strongly suggests that most classrooms are overcrowded after the implementation of FPE. Of those recruited to take part in the study, 48.6% agreed that the schools had constant water supply, implying that the school may sometimes experiences water supply disruptions, while 44% disagreed and 7.5% were undecided. On teacher-pupil ratio, 61% disagreed that the ratio is as per the government policy of 1:40, implying that teachers are overworked as the ratio is beyond the required standards, 33.8% agreed while 5.2% were undecided.

Of the respondents interviewed, 56.1% disagreed that there were 3 pupils per desk. This finding indicates that pupils have challenges in sharing resources such as textbooks which affects learning. 36.4% agreed while 6.9% were undecided.

The research results indicate that the classrooms are in good working condition with good lighting system and constant water supply (close or above 50%). However, the

state of desks, chairs and children lockers, coupled with high proportional pupil- toilet ratio, pupil classroom ratio, teacher-pupil-ratio and high number of pupils per desk indicates that the status of physical infrastructure in schools is wanting.

Physical Infrastructure: Observation checklist findings

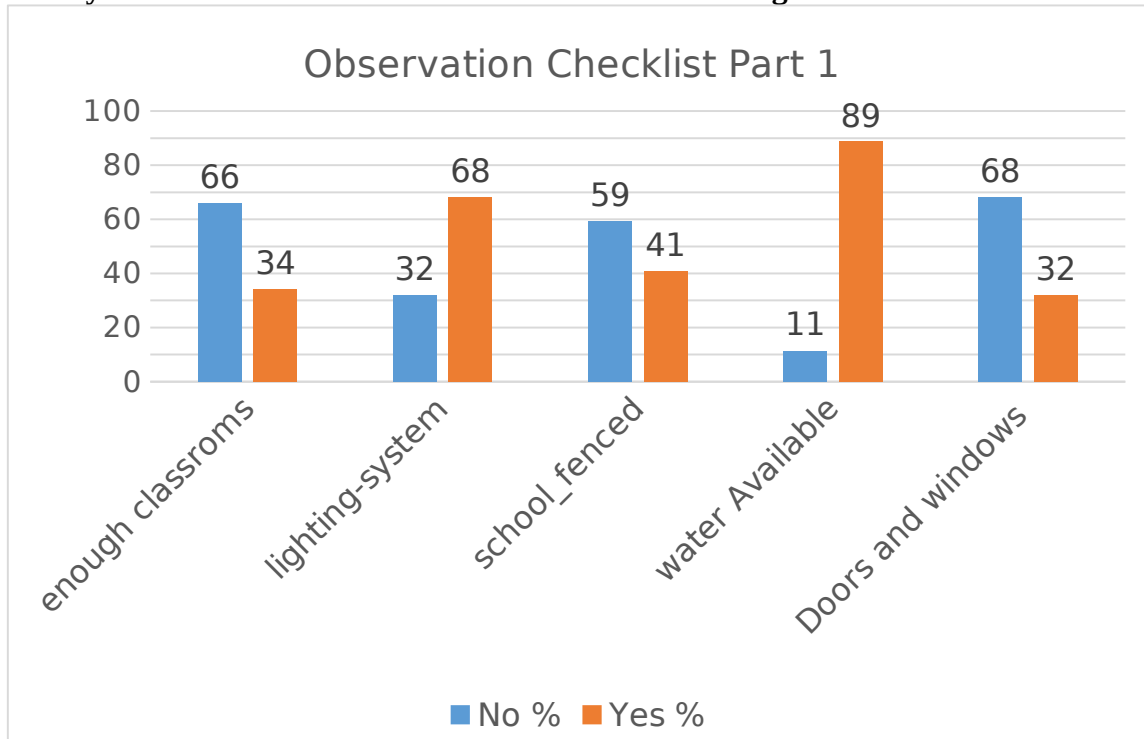


Figure 0-4: Observation Checklist Part 1

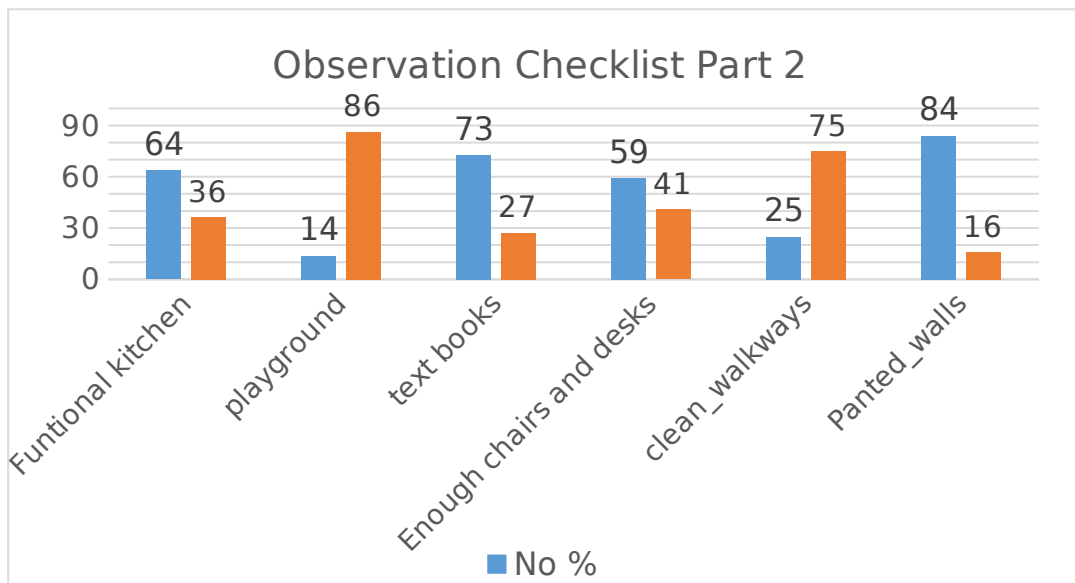


Figure 0-5: Observation Checklist Part 2

The checklist was presented in two parts as shown above. The observation checklist was used to support the findings in the questionnaire and the following was observed; generally, the findings supported the questionnaire. There is an insufficient number of classrooms available to accommodate the school population, as observed in 66% of the schools that participated in the study. The checklist also indicates that 68% of the schools sampled had good lighting system. Most schools are not fenced (59%) as indicated by the checklist in the schools that participated in the study. It was observed that water was available in most of the schools. This was observed in 89% of the schools that took part in the study. Furthermore, the checklist revealed that in 68% of the schools sampled for the study, doors and windows were not fixed.

Only 36% of the schools had functional kitchens. It is worth noting that not all schools had lunch in school. The checklist did reveal that most schools had playgrounds as observed in the 86% of the schools that took part in the study. The checklist also revealed that most schools did not have enough text books as observed in 73% of the schools that participated in the study. On chairs and desks in the teachers' offices, the checklist reveals that there are not enough chairs and desks for the teachers' offices as indicated in the 59% of schools sampled. Walkways in most schools are kept clean as indicated in 75% of the schools that participated in the study. The checklist also reveals that in most schools, the classes and offices walls were not painted.

These results indicate that there was good lighting in schools (68%), water was available (89%), playgrounds were also available (86%) and walkways were kept clean (75%). However, the checklist also reveals that, there were not enough classrooms to accommodate the schools' population (66%), this supports the questionnaire that gave 54.4% on the same issue. Most schools were not fenced (59%), this was a revelation that indicates that of the schools that participated in the study there was a security and discipline concern. The checklist further revealed that

classroom doors and windows were not fixed (68%), which implies that the poor physical infrastructure affects teachers' self-esteem because it makes them feel unvalued. On learning resources, the checklist revealed that textbooks and desks are not enough in 73% and 59% of the schools sampled. This implies that public primary schools do not have enough resources making the teachers' work difficult which affects their self-esteem. Walls of teachers' offices and classes are not painted showing poor working environments.

4.3 Objective 2: Social Welfare relations among teachers

Teacher pupil relations and self-esteem

Table 0-7: Teacher pupil relations and self-esteem responses

		Very often	Often	Sometimes	Rarely	Never	Total
I Often feel sad because pupils make noise when teaching.	Count	20	54	133	72	26	305
	RowN %	6.6%	17.7%	43.6%	23.6%	8.5%	100%
I often encourage pupils to participate in the lesson.	Count	164	103	15	15	8	305
	RowN %	53.8%	33.8%	4.9%	4.9%	2.6%	100%
Teacher and pupils' interaction is an important learning/teaching component.	Count	178	104	10	8	5	305
	RowN %	58.4%	34.1%	3.3%	2.6%	1.6%	100%
I feel scared when pupils are hostile to me.	Count	28	43	80	74	80	305
	RowN %	9.2%	14.1%	26.2%	24.3%	26.2%	100%
I do not have sufficient opportunity to deal with weak pupils because the number is large.	Count	73	47	99	49	37	305
	RowN %	23.9%	15.4%	32.5%	16.1%	12.1%	100%
I usually feel foolish when I teach disruptive pupils.	Count	26	35	82	69	93	305
	RowN %	8.5%	11.5%	26.9%	22.6%	30.5%	100%
I often feel unwanted in class by the pupils.	Count	18	27	21	75	164	305
	RowN %	5.9%	8.9%	6.9%	24.6%	53.8%	100%
I feel unwanted when pupils make less effort in class.	Count	25	17	105	75	83	305
	RowN %	8.2%	5.6%	34.4%	24.6%	27.2%	100%
I feel stressed when pupils do not listen to me such that I have to repeat what I have said.	Count	25	65	121	54	40	305
	RowN %	8.2%	21.3%	39.7%	17.7%	13.1%	100%
It is bad when a pupil asks the teacher to repeat something he/she missed because he/she was talking.	Count	21	26	100	58	100	305
	Row N %	6.9%	8.5%	32.8%	19.0%	32.8%	100%
I feel bad when a pupil brings items to class that the school does not allow them to carry to school.	Count	42	102	96	35	30	305
	Row N %	13.8%	33.4%	31.5%	11.5%	9.8%	100%
I do not feel comfortable when a pupil tries to finish homework in class.	Count	30	30	106	54	85	305
	Row N %	9.8%	9.8%	34.8%	17.7%	27.9%	100%
I always feel bad when a pupil copies others' work	Count	124	88	42	26	25	305
	Row N %	40.7%	28.9%	13.8%	8.5%	8.2%	100%
I often feel bad when a pupil fails to bring homework to class.	Count	135	88	54	13	15	305
	Row N %	44.3%	28.9%	17.7%	4.3%	4.9%	100%
I often feel bad when a pupil gets out of his/her seat while I am teaching.	Count	75	85	87	43	15	305
	Row N %	24.6%	27.9%	28.5%	14.1%	4.9%	100%

Table 4.6 gives the responses given by those who participated in this study on teacher- pupil relationship.

On noise making when the teacher is teaching, 24.3% of the respondents reported they often feel bad when pupils make noise while they are teaching, 43.6% reported sometimes and 32.1% rarely feel bad. This indicates that lack of discipline affects the relationship between teachers and pupils, instilling teachers with feelings of low self-esteem. Of the respondents interviewed 87.6% often encourage pupils to participate in the lessons, which implies that teachers are concerned about their pupils' performance and want them to understand what they teach. This necessitates the need for good teacher-pupil relationship. Furthermore, 92.5% of those who participated in the study often feel that teacher-pupil interaction is an important learning/teaching component, which indicates that a good teacher-pupil relationship will be productive to teachers' work thereby boosting their self-esteem.

Of the respondents interviewed, 50.5% rarely feel scared and 49.5% feel scared when pupils are hostile to them. This implies that, on average teachers are not happy with hostile pupils' this may lower their self-esteem. Among those who took part in the study, 39.3% reported that often they do not have sufficient opportunity to deal with weak pupil due to large number of pupils, 32.5% reported sometimes 28.2% rarely felt they don't have sufficient time. This implies that the teacher-pupil interaction is strained because of crowded classrooms and increased workload, thus an uncondusive work environment. Of the participants, 20% often felt foolish when they teach disruptive pupils, 26.9% reported sometimes and 53.1% rarely feel foolish. This indicates that the teachers' self-esteem is low because of poor relationship with their pupils. Further, 14.8% of the respondents often feel unwanted by pupils in the class, 6.9% reported sometimes and 78.4% rarely felt unwanted in class. Of those sampled to take part in the study, 13.8% often feel unwanted when pupils make less effort in class, 34.4% reported sometimes and 51.8% rarely feel unwanted when pupils make less effort in class.

Of the respondents interviewed, 29.5% often feel stressed when pupils do not listen to them and have to repeat what they say, 39.7% recorded sometimes which indicates the negative impact large class sizes have on teaching which affects teachers' self-esteem. 30.8% of the respondents rarely felt stressed. Of those sampled, 15.4% often felt it is bad when a pupil asks the teacher to repeat something he/she missed because he/she was talking, 32.8% recorded sometimes and 51.8% don't think it is bad. This shows the challenges teaching crowded classes poses to teachers' work and their self-esteem as a result. On pupils totting items in class that they are not allowed to carry to school, 47.2% of the participants reported to feel bad, which implies that the lack of discipline in pupils' strains teacher-pupil relationship affecting to teachers' self-esteem, 31.5% recorded sometimes and 21.3% rarely felt bad.

Of the respondents interviewed, 19.6% often do not feel comfortable when pupils try to finish homework in class, 34.8% sometimes and 45.6% rarely feel uncomfortable. On pupils copying each other's work, 69.6% of the respondents very often felt bad, 13.8% responded with sometimes while 16.7% rarely feel bad. The 69.6% shows that teachers' self-esteem is lowered when students do not listen to them and do not take their work seriously. Of those recruited to take part in the study, 73.2% often feel bad when pupils fail to bring to homework to class which puts a strain on the relationship between teachers and pupils, 17.7% sometimes while 9.2% rarely feel bad. Further, 52.5% of those interviewed reported to often feel bad when pupils get out of their seats while they are teaching, which implies that undisciplined pupils are one of the causes of teachers' low self-esteem, 28.5% reported with sometimes and 19% rarely felt bad.

In summary, these results report that teachers do not feel happy when pupils make noise in class (67.9%), teachers very often encourage pupils to participate in class (92.5%) and also teachers feel that teacher-pupil interaction is an important

learning/teaching component (95.8%). The results also indicate that nearly half of the teachers are scared of hostile pupils (49.5%). The results also show that teachers do not have sufficient time to deal with weaker pupils due to large numbers in class. Most of the teachers reported they do not feel foolish when they teach disruptive pupils (53.1%), and neither do they feel unwanted in class (78.4%). Summarily, these results indicate that teachers feel unhappy in uncondusive class environment.

4.3.1 Teacher administrator relationship

Table 0-8: Teacher administration Relationship Frequency tabulation

		Very often	Often	Somet imes	Rarel y	Neve r	Total
Teacher-administration relationship is critical to self-esteem	Count	157	71	51	16	10	305
	Row N %	51.5%	23.3%	16.7%	5.2%	3.3%	100%
I feel wanted when the head teacher praises me for the effort made while conducting my duties at school.	Count	121	101	49	20	14	305
	Row N %	39.7%	33.1%	16.1%	6.6%	4.6%	100.1%
I feel motivated when the head teacher values my work.	Count	156	106	25	11	7	305
	Row N %	51.1%	34.8%	8.2%	3.6%	2.3%	100%
In my school, the head teacher seeks the teachers' opinions on various activities.	Count	59	33	115	78	20	305
	Row N %	19.3%	10.8%	37.7%	25.6%	6.6%	100%
Our head teacher understands each teacher's weaknesses and deals with it individually.	Count	78	48	92	59	28	305
	Row N %	25.6%	15.7%	30.2%	19.3%	9.2%	100%
I feel part of the school because my head teacher communicates any important happening in good time.	Count	86	60	87	60	12	305
	Row N %	28.2%	19.7%	28.5%	19.7%	3.9%	100%
My head teacher makes me always think I am worthless.	Count	8	30	76	60	131	305
	Row N %	2.6%	9.8%	24.9%	19.7%	43.0%	100%

The table 4-7 shows responses of the participants in the study on teacher-administration relationship.

As shown above, 74.8% of the respondents interviewed, often felt that teacher-administration relationship was critical to self-esteem, which implies that this is critical to teachers' duties increasing their self-esteem as a result, 16.7% recorded sometimes and 8.5% rarely felt so. On praises made by the head teacher on effort made by teachers in conducting their duties, 72.8% of the respondents often feel wanted when the head teacher praises them for the effort they put in ,16.1% recorded

sometimes while 11.2% rarely feel wanted. This implies that an administration which appreciates teachers' work is a boost to their self-esteem. Of the respondents interviewed, 85.9% often felt motivated when the head teacher valued their work, 8.2% responded with sometimes and 5.9% rarely felt motivated. This indicates that a harmonious teacher- administration relationship is a big motivating factor to positive self-esteem of the teaching staff. Those who participated in the study, 30.1% often feel that the head teacher seeks the teachers' opinion on various activities, which indicates that an administration which works along with teachers makes them felt valued hence an increase in their self-esteem, 37.7% sometimes felt consulted while 32.2% rarely felt so. Of the respondents interviewed, 41.3% reported that their head teacher understands each teacher's weakness and deals with it individually, 30.2% recorded sometimes while 28.5% rarely felt the head teacher understands. This implies that around 70% of the respondents have an administration that works closely with them.

Of the study participants, 47.9% often felt that the head teacher communicates important happenings in good time, which implies an effective teacher-administration relationship which is productive enhancing teachers' self-esteem. 28.5% reported sometimes while 23.5% rarely felt the head teacher communicates in good time. Further, 12.4% of the participants often felt the head teacher makes them feel worthless: this implies that a broken teacher-administration relationship has a negative effect on teachers' self- esteem. 24.9% of the respondents sometimes felt worthless while 62.7% did not feel that the head teacher made them feel worthless.

In summary, the results indicate that 91.5% of those interviewed, feel that teacher-administration relationship is critical to self-esteem. Furthermore, 88.9% reported that they felt wanted when praised by the head teacher while conducting their duties at school. The teachers also felt motivated when the head teacher valued their work (93.7%). When asked if the head teachers did seek the teachers' opinion on various

activities, 67.8% reported that they were consulted often. The results also indicate that the head teachers understand each teacher's weaknesses and deals with them individually (71.5%). Teachers feel part of the school (76.4%) because head teachers communicate important happenings in good time. Further, the teachers hardly feel that their head teachers make them think, they are worthless (62.7%

4.3.2 Teacher-teacher relationship

Table 0-9: Teacher-teacher relationship frequencies

		Very often	Often	Some times	Rarel y	Never	Total
Inter-personal relationships among teachers can either increase or reduce self-esteem.	Count	107	87	79	24	8	305
	Row N %	35.1%	28.5%	25.9%	7.9%	2.6%	100%
I feel uncomfortable meeting some of my colleagues.	Count	17	5	61	86	136	305
	Row N %	5.6%	1.6%	20.0%	28.2%	44.6%	100%
I feel inferior when some teachers talk ill of me.	Count	19	53	88	82	63	305
	Row N %	6.2%	17.4%	28.9%	26.9%	20.7%	100%
I often worry about criticism made about my work by other teachers.	Count	8	27	141	63	66	305
	Row N %	2.6%	8.9%	46.2%	20.7%	21.6%	100%
I often worry about how well I get along with other teachers.	Count	12	27	95	87	84	305
	Row N %	3.9%	8.9%	31.1%	28.5%	27.5%	99.9%
Other teachers prompt me to dislike myself.	Count	9	7	49	61	179	305
	Row N %	3.0%	2.3%	16.1%	20.0%	58.7%	100.1%

The table 4-8, shows responses from the participants in this study. As can be seen in the table, 63.5% of the respondents reported that interpersonal relationship among teachers could either increase or reduce teachers' self-esteem, 25.9% recorded sometimes while 10.5% rarely thought it did. Of the respondents interviewed, 7.2% of the respondents felt uncomfortable when they met some of their colleagues', 20% said sometimes and 72.8% rarely felt uncomfortable when meeting their colleagues which implies, that teachers get along well with each other. Of the participants, 23.6% reported that, they often feel inferior when some teachers talk ill of them, 28.9%

reported sometimes and 47.6% rarely felt inferior. This implies that poor relationships among teachers, diminishes their self-esteem. The results also indicate that 11.5% of the respondents often worry about criticisms made about their work by other teachers, 46.2% recorded sometimes, and 42.3% rarely worried about the criticisms. The majority of respondents worry about criticism implying that low confidence among teachers leading to low self –esteem. Further, 12.8% of the respondents often worried about how well they get along with other teachers, 31.1% recorded sometimes while 56% rarely worried about how well they get along. This indicates there is a good teacher- teacher relationship. Of those sampled to take part in the study, 5.3% often felt that other teachers prompt them to dislike themselves, 16.1 recorded sometimes and 78.7% rarely felt that other teachers prompt them to dislike themselves. This implies that the teachers’ level of self-esteem is high when there is harmony among teachers.

In summary, the results point out that interpersonal -relationships among teachers (89.4%) can either increase or reduce teachers’ self-esteem. The majority of the respondents (72.8%) felt comfortable when they meet their colleagues. Of the respondents sampled, 52.5% felt inferior when some teachers spoke ill of them and 57.7% worried about criticisms made about their work by other teachers. Further, 56% of the respondents did not worry about how well they get along with other teachers, but a significant fraction (43.9%) worried about how well they got along. However, the majority of the respondents (78.7%) did not feel that other teachers prompt them to dislike themselves.

4.4 Objective 3: Teachers’ level of work satisfaction and school environment

Table 0-10: Teacher level of work satisfaction and self-esteem tabulation

		Very often	Often	Someti mes	Rarely	Never	Total
A conducive environment brings about work.	Count	205	73	14	4	9	305
	Row N %	67.2%	23.9%	4.6%	1.3%	3.0%	100 %
I feel I can perform well when the school provides all the necessary teaching and learning equipment.	Count	172	101	19	4	9	305
	Row N %	56.4%	33.1%	6.2%	1.3%	3.0%	100 %
Work satisfaction is brought by the teacher's own initiative.	Count	109	62	104	19	11	305
	Row N %	35.7%	20.3%	34.1%	6.2%	3.6%	99.9 %
It is not easy to achieve work satisfaction at school set-up.	Count	28	48	93	84	52	305
	Row N %	9.2%	15.7%	30.5%	27.5%	17.0%	99.9 %

On teachers work satisfaction, the respondents responded as shown in the above table 4-9. Of the respondents interviewed, 91.1% often felt that a conducive school environment brought about work, implying that job satisfaction plays a key role in teachers' self-esteem, 4.6% responded sometimes while 4.3% rarely felt this way. Further, 89.5% felt they could perform well when the school provided all the necessary teaching and learning equipment, 6.2% recorded sometimes while 4.3% rarely felt so. This implies that adequately equipping schools makes teachers' work easier hence boosting their self-esteem. Of those who took part in the study, 56% felt that work satisfaction was brought about by the teachers own initiative, 34.1% reported sometimes while 9.8% rarely felt so. The majority of respondents indicated that teachers worked hard in order to bring about job satisfaction and encouraged a positive sense of self-esteem. Of the respondents, 24.9% felt it is not easy to achieve work satisfaction at the school set-up, 30.5% sometimes while 44.5% rarely felt so. Many respondents imply that the school environment has to be bettered to encourage teachers' duties and make them satisfied.

These results in summary indicate that a favourable environment does bring about good work satisfaction as reported by 95.7% of the respondents. The majority of the teachers also felt that they can perform well when the school provides all the necessary teaching and learning equipment (95.7%). Further, the results indicate that work satisfaction in the current school set-up can only be brought about by the teachers' own initiative (90.1%). This implies that the school environment is not conducive for the teachers to perform their teaching responsibilities adequately.

4.4.1 Assessment of Teacher's level of self esteem

Table 0-11: Assessment of Teacher's level of self-esteem responses

		Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I feel that I am a person of worth, at least on an equal plane with others.	Count	173	80	52	0	305
	Row N %	56.7%	26.2%	17.0%	.0%	99.9%
I feel that I have a number of good qualities.	Count	154	119	32	0	305
	Row N %	50.5%	39.0%	10.5%	.0%	100%
All in all, I am inclined to feel that I am a failure.	Count	25	13	90	177	305
	Row N %	8.2%	4.3%	29.5%	58.0%	100%
I am able to do things as well as most people.	Count	139	103	54	9	305
	Row N %	45.6%	33.8%	17.7%	3.0%	100.1%
I feel I do not have much to be proud of.	Count	30	24	140	111	305
	Row N %	9.8%	7.9%	45.9%	36.4%	100%
I take a positive attitude toward myself.	Count	185	82	30	8	305
	Row N %	60.7%	26.9%	9.8%	2.6%	100%
On the whole, I am satisfied with myself.	Count	157	111	35	2	305
	Row N %	51.5%	36.4%	11.5%	.7%	100.1%
I wish I could have more respect for myself.	Count	92	57	93	63	305
	Row N %	30.2%	18.7%	30.5%	20.7%	100.1%
I certainly feel useless at times.	Count	4	5	103	193	305
	Row N %	1.3%	1.6%	33.8%	63.3%	100%
At times I think that I am no good at all.	Count	2	4	96	203	305
	Row N %	.7%	1.3%	31.5%	66.6%	100.1%

The table 4-10, shows the response given by the participants on self-esteem. Among the teachers interviewed, 82.9 % agreed that they were persons of worth at least on equal plane with others, 17.0% disagreed. On having several good qualities, 89.5% of the respondents agreed while 10.5% disagreed. Of the respondents interviewed, 12.5% agreed to be inclined to feel that they are failures while 87.5% strongly disagreed being inclined to feel a failure. Further, 79.4% of the respondents agreed that they can do things as well as most people while 20.7% disagreed, they are able. Of those who participated in the study, 17.7% agreed they do not have much to be proud of while 82.3 disagreed to not having much to be proud of. Among those interviewed, 87.6% agreed to having a positive attitude towards the self while 12.4%

disagreed. Most the respondents (87.9%) agreed that they are satisfied with themselves and 12.2% disagreed. Of those who participated in the study, 48.9% agreed that they wished they could have more respect for themselves while 51.2% disagreed. Only 2.9% of the respondents certainly felt useless at times while 97.1% disagreed. Similarly, 2.0% of the respondents agreed that, at times they felt, they are no good at all while 98% disagreed.

4.4.2 Rosenberg's Self Esteem Score tabulation

Table 0-12: Rosenberg scoring technique

	Count	Mean	Standard Deviation	Min	P 25	Median	P 75	Max
ROSEN_score	305	14	3	5	12	14	16	23

The score of the 10 listed items on the Rosenberg global self-esteem score was computed, 305 count/valid counts were obtained. The table above shows the summary of the Rosen score. The mean score at 14(SD=3), while the median 14(IQR= 12-16). Using the global self-esteem score, 25% of the respondents scored 12 points on the Rosenberg Self-esteem score (RSES), and 50% of the respondents scored between 12 and 16 points. The remaining 25 % of the respondents scored between 16 and 23 points on the RSES.

According to the Rosenberg self-esteem score, respondents who scored 15 or less are categorised low esteem and those above 15-25 as to have normal self-esteem. The following table shows the distribution disaggregated by various demographic variables. Considering gender, 69.8% and 59.3% scored lows self-esteem for females and males respectively. Respondents over 40 years of age also reported 72.8% low self-esteem levels. The trend persists with education levels and teaching duration as most of the respondents scored to have low self-esteem. However, there were no significant associations as all the chi square p-values were greater than 0.05.

Table 0-13 Self Esteem association with demographic information of teachers

			Rosenberg Self Esteem score		Chi sq. p
			less than 15	Greater than 15	
Gender	Female	Count	134	58	0.062
		Row N %	69.8%	30.2%	
	Male	Count	67	46	
		Row N %	59.3%	40.7%	
Age Category	26-30 Years	Count	13	10	0.090
		Row N %	56.5%	43.5%	
	31-35 Years	Count	35	24	
		Row N %	59.3%	40.7%	
	36-40 Years	Count	43	29	
		Row N %	59.7%	40.3%	
	Over 40 Years	Count	110	41	
		Row N %	72.8%	27.2%	
Education Level	Certificate	Count	24	10	0.161
		Row N %	70.6%	29.4%	
	Diploma	Count	69	33	
		Row N %	67.6%	32.4%	
	Degree	Count	89	57	
		Row N %	61.0%	39.0%	
	Masters	Count	11	4	
		Row N %	73.3%	26.7%	
	PhD	Count	8	0	
		Row N %	100.0%	.0%	
	Others	Count	0	0	
		Row N %	.0%	.0%	
Teaching duration in current school (Years)	Years:1-2	Count	37	24	0.123
		Row N %	60.7%	39.3%	
	Years: 3-5	Count	38	27	
		Row N %	58.5%	41.5%	
	Years 5-7	Count	30	18	
		Row N %	62.5%	37.5%	
	8 and over	Count	96	35	
		Row N %	73.3%	26.7%	

4.5 Qualitative Data Analysis and Discussions

The researcher also collected views from the participants using open ended questions in the data collection tool. This section will analyse the findings per the objectives as the main themes. Quotations and anecdotes are used to inform the perceptions of the teachers on the theme.

i) Theme One: Physical infrastructure status

Responses on the perceptions of the status of physical infrastructure were coherent with findings from quantitative analysis with one respondent sayings;

“Staffroom: as a school, we need a good staffroom as the one within is dilapidated.” T122A

“The school has no office; the computer room is used as the school office.”

The reader, can imagine a situation where the school compound barely has grass cover and the buildings are poorly constructed. When it shines, dust blows into the staffroom causing teachers to be uncomfortable while doing their work and when it rains, the school compound is muddy, and teachers do not look forward to walking around the school compound as they move around classes. This is deduced from a respondents’ sayings such as;

“Compound very bare; extremely dusty when dry and muddy when raining.” T001A

Some public primary schools are not fenced and pose a threat to the safety of both teachers and pupils as captured by one teacher:

“The school compound is not fenced thus security is compromised. T005A

Toilets play a major role in sanitation and good health. In a school, toilets are demarcated by gender and roles: that is pupils and teachers. A school which has limited toileting facilities is a health risk. Teachers responded to the issue of toilets with concern:

“Staff toilet unavailable ”T200A

“Toilets not adequate” T001A

“The teachers’ toilets are not enough. Also the watering points for pupils are not adequate as per the school population.” T125A

“Pupils’ toilets are few yet the pupils are so many. ECD and primary use the same toilets.”

In the cases where toilets were available, a respondent pointed out that most did not meet the basic construction requirements that support human dignity and rights as the toilet lacked doors thus violating personal privacy;

“Most toilets and even classrooms have no doors at all”

However, there are schools whose physical infrastructure have played a role in boosting teachers’ self- esteem by making their work efficient and easier by providing the necessary resources. As quoted below:

“Inbuilt offices in all classes which are used for keeping textbooks and teachers use them to do their work”. T122A

From the findings, it was quite evident that classrooms conditions were conducive in a given period as stated by the quote below;

“Some classes were poorly constructed, especially those constructed after 2009. The floors and doors are in pathetic conditions. But the ones constructed before 2009 are a spot. Kudos to those who did the work.” T133A

In some school environments, classroom furniture is a challenge. Pupils have a difficult time taking down notes and teachers have to deal with grumbling pupils, noisy desks, and non-functional working areas. This creates an unconducive working environment for respondents who bear with it as shown below:

“Furniture, especially desks are in broken state and quite unfortunately remain in that state for so long.” T133A

36% of the respondents from the schools sampled reported that most schools had functional kitchen and there was provision of food for the pupils and this was supported by the implementation of the schools feeding programme.

“The condition of the school kitchen is not conducive.”T122A

“The pupils are given lunch for the five days in school.” T133A

From a psychological point of view, play has been considered to be one way of reducing stress and burnout among pupils and enhance child development, however where playgrounds are available they are still coupled with some challenges as shown in the response;

“Playground; due to the overcrowded children in public schools, there are frequent accidents because of rushing for public utilities and even when rushing to their classrooms.” T133A

“The playground is not well kept.” T300A

“The playing ground not conducive.”T120A

The storage facilities in the school were not up to standard, thus school property like text books got worn out easily since pupils are the custodians of the textbooks from January to the end of the year.

ii) Theme Two: Social welfare relation among teachers

Teacher administration relationship

A good teacher-administration relationship has been considered a critical component in enhancing teachers’ self-esteem however there are many cases of lack of a good relationship between the teachers and the administration. The following responses indicate the outcome of a poor teacher- administration relationship which lowers teachers’ self- esteem;

“When I go to ask for permission and the head teacher throws unkind words at me.” T010A

“Head fails to declare the correct form of punishment to be offered.” T200A

“My head teacher lacks confidentiality a very important aspect of teacher management.” T125A

“Some head teachers should be more confidential when dealing with teachers.” T150A

“Witch hunting.” T185A

“Sometimes the head teacher denying me permission to attend a very important matter.” T225

Favouritism has been one of the many factors that have impeded a good teacher-administration relationship which has been manifested in promotions, appreciations and motivation of teachers. This has the effect of lowering self-esteem of other staff and raisin others causing a conflict in teacher-administration and teacher-teacher relationship;

“There is a rampant favouritism when allocating lessons in class 8 and 7and sometimes duties, whereby one teacher can have many duties and others none.” T300A

“Biasness when it comes to giving positions with reference to academic performance.” T305A

“Head teachers favouring individual teachers at the expense of others, thus making work condition very difficult.” T007A

For effective and efficient working relationship that enhances teachers’ self- esteem, teacher- administration relationship should be cordial.

4.5.1 Teacher-pupil relation

Techer-pupil relation through either classroom or outside classroom interaction has been considered a vital component for an effective yet efficient teaching/learning process.

Indiscipline poses a challenge to classroom interactions between the teacher and the pupil as expressed by the following teachers:

“Truancy and untidiness lowers teacher’s self-esteem.” T150A

“I sometimes feel uncomfortable when learners are rude to me or to other teachers.” T155A

“When pupils fail to complete their work on time.” T186A

“When pupils make noise by pulling things with their legs and then you hear a screech noise.” T186A

Counsellors have skills to identify social problems that may emanate in some pupils through what is considered a social misfit by the teachers. The counsellors are able to detect and provide a solution to such issues by being available for consultation. This lifts a burden from teachers as they deal with such pupils from an informed position which will improve the teacher-pupil relationship and thus lift the teachers’ self-esteem.

“Pupils with social problems often exhibit them through unruly behaviour and it makes me sad to note that most of the affected do not talk about it and thus a solution cannot be found for them.” T150A

Absenteeism amongst pupils was quite rampant with contributing factors such as their surroundings, child labour and could indicate lack of support from parents. Absenteeism drags the class and the teacher behind affecting performance and lowering self-esteem.

“Pupils failing to come to school, and when they come they do not have a good reason to it, and sometimes they don’t bother to explain themselves.” T155A

“Absenteeism which is experienced due to pupils engaging in activities outside the school such as playing pool. There are brewing activities close to the school. Early pregnancy” T165A

4.5.2 Teacher- teacher relation

Teacher-teacher relationship is a vital aspect which determines the level of self-esteem ensuring there is an ambient working environment. Some of the positive indicators of teacher-teacher relationships which attributes to high self-esteem are as given by the teachers themselves;

“I like all the teachers in my school. We love our selves and we also assist each other in case of any problem.” T126A

“I feel motivated when my colleagues appreciate me.” T135A

“I feel good of the teachers’ co-operation during welfares like celebrations and others.” T139A

In as much as some of the responses were positive on teacher-teacher relationships in the study, some of the negative attributes of teacher-teacher relationships that lead to negative self-esteem are as follows;

“I feel bad when teachers communicate in their own mother tongue which I don’t understand when around them.” T225A

“Some teachers undermining the efforts of others.” T250A

Issues of teachers associating in terms of age, gender and tribal lines is quite evident in some of the schools in the sampled area and which has further been aggravated by such issues as favouritism as quoted by some of the respondents;

“Intertribal groupings which causes segregation amongst us.” T001A

“Teacher associating in terms of gender and age, they should value each other irrespective of age and gender.” T012A

“There is a tendency for some teachers to feel very important due to the favours they get from the administration and others are prejudiced because of the position they hold in society.”

4.6 Theme Three: Work satisfaction Perceptions

Low self-esteem is a barrier to achieving job satisfaction in any profession. Teachers are no different. There are combinations of factors, which make the school environment difficult to work in. These factors undermine teachers’ ability to be satisfied with their day to day duties in school. This dissatisfaction is a big contributor to low self-esteem as indicated by the teachers themselves:

“Our school environment is unconducive for learning as it is adjacent to a developing slum”. T300A

“Failure of schools to motivate good performing teachers.” T005A

“Personal initiative has a lot to do with performance and behaviour of learners and this easily translates to good results and well-disciplined learners.” T089A

“Self-drive can help one teach anywhere and any learners as long as there are learning and teaching material.” T200A

“I feel disappointed and frustrated where the learners do not perform to my expectations.”

“If there is no team work among the teachers.” T256A

“All bad behaviours are found in this school” T300A

For teachers to achieve high self-esteem, these results indicate that there should be a conducive school environment, that enhances the teachers’ self-esteem for better personal and school performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides the overview of the major findings, theoretical implications, conclusions, recommendations and suggestions for further research.

5.2 Summary of the Findings

The purpose of the study was to establish the influence of school environment on teachers' self-esteem in public primary schools in Eldoret East Sub-County of Uasin Gishu County. The focus of the study was on the status of the school physical infrastructure, levels of social-welfare relations among teachers', teachers' level of work satisfaction, and the teachers' levels of self-esteem.

The first objective was to establish the status of the physical infrastructure of public primary schools in Eldoret East Sub-County. On examination of the classrooms, where the teachers carry out their major activities, the study revealed that the classrooms are generally in good condition and have a good lighting system (close or above 50%). However, (59%) of the sampled teachers reported that teachers and pupils' desks, chairs and lockers are not in good condition. Further, (55.8%) of the participants reported that pupil-classroom ratio was not proportionate. indicating that the classrooms were overcrowded. The study also revealed that (61%) of the respondents felt that teacher-pupil ratio was not as per the government policy of 1:40, implying increased workload for the teacher. Of the teachers sampled, (56.7%) reported the number of children per desk was not always three. More so, (68.8%) of the teachers sampled reported that pupil-toilet ratio was not proportionate to the pupils' population.

The checklist also supported the respondents' findings; in over 70% of the schools sampled for the study, there was good lighting system, had water, playgrounds and the walkways were kept clean. However, 65.9% of the schools sampled, did not have enough classrooms to accommodate the pupils' population. The study also revealed that in 59, 1% of the schools that took part in the study, had no fences. Classroom doors and windows were not fixed in 68.2% of the schools that took part in the study. The checklist also revealed that there were no enough text books in 72.7% of the schools sampled. Teachers' offices had no enough chairs and desks for the teachers in 59.1% of the schools that participated in the study. Further, in 84.1% of the sampled schools, the walls of the classes and offices were not painted.

From the findings of this study, it can be concluded that the status of physical infrastructure in public primary schools in Eldoret East Sub County is wanting.

The second objective was to determine the level of social welfare relations among teachers' in public primary schools in Eldoret East Sub-County. The following were the major three findings in accordance to this objective:

The study revealed that teachers sometimes feel sad when students make noise in class when they are teaching as reported by (67.9%) of the sampled teachers. Many teachers encourage pupils to participate in the lesson as reported by 87.6% of the respondents. Of those teachers who were sampled to take part in the study, 92.5% felt that teacher-pupil interaction is an important learning/teaching component. The results also indicated that teachers sometimes feel scared when pupils are hostile to them as reported by 49.5%. Further, 71.8% of the respondents reported that teachers don't have sufficient opportunity to deal with the weaker pupils because of large numbers of pupils. The study also revealed that, the teachers generally feel wanted in class by pupils as reported by 78.4% of the sampled teachers. Of the respondents, 51.8% reported that teachers don't feel unwanted in class when children make less effort in

class. However, the study revealed that the teachers feel stressed when pupils do not listen to them that, they must repeat what they say as reported by 69.1% of those who took part in the study. Of the respondents 48.2 % reported that teachers feel bad when pupils ask them to repeat something they had missed while they were talking but 51.8% reported not to feel bad. Further, 78.7%of the respondents reported that they feel bad when children bring things in class that the school does not allow them to bring to school. This study also revealed that some teachers don't feel comfortable when pupils try to finish their homework in class as reported by 54.4% of the respondents while 45.6% feel comfortable. Most of the respondents (84.4%) reported that they feel bad when pupils copy each other's work. Further, 90.9% of the respondents revealed that they feel bad when pupils fail to bring homework to class. Many teachers feel bad when pupils get out of their seats when they are teaching as reported by 81% of those who took part in the study.

The study revealed that 91.5% of the interviewed teachers believe that teacher-administration relationship is critical to self-esteem. Furthermore, 88.9% reported that they felt wanted when praised by the head teacher while conducting their duties at school. The teachers also felt motivated when the head teacher valued their work as was reported by 94.1% of those who took part in the study. The results also indicated that sometimes the head teacher seeks the teachers' opinion on various activities as reported by 67.8% of the participants. Further, the results revealed that sometimes the head teacher understands each teacher's weaknesses and deals with each individually as reported by 71.5% of those teachers who took part in the study. Most of the teachers feel part of the school because the head teacher communicates important happenings in good time. The study also revealed that teachers don't feel that their head teachers make them think that they are worthless as reported by 62.7% of those teachers who took part in the study.

The results revealed that interpersonal relationships among teachers can influence the teachers' self-esteem as reported by 89.5% of the respondents. Most teachers don't feel uncomfortable when they meet their colleagues, this was reported by 72.8% of the participants. The results also revealed that sometimes teachers feel inferior when teachers talk ill of them as reported by 52.5% of the respondents. The study also found out that some teachers worry about criticisms made about their work by other teachers as reported by 57.7 of the respondents. Similarly, the study revealed that teachers don't worry about how well they get along with other teachers as reported by 56% of the respondents. Further, the teachers did not feel that their colleagues prompt them to dislike themselves.

The third objective was to establish the level of teachers' work satisfaction in respect to their school environment. Many of those teachers who took part in the study (90.7%) reported that a conducive environment brings about good work. Most teachers felt they can perform better when the school provides all the necessary teaching and learning equipment as reported by (95.7%) of those teachers who participated in the study. Further, 55.4% of the respondents felt that it is not easy to achieve work satisfaction at the current school set up. Most of the teachers (90.1%) revealed that most of the work satisfaction they get is brought about by their personal initiative. For instance, where a pupil does not have a book, a teacher provides one from her/ his own library or buys one for the pupil.

These findings support Woolfork Hoy and Davis (2006) who claim that work satisfaction is associated to a conducive infrastructure both in and outside the classroom, among others. Varasteanu and Iftime (2013) also carried out a study in Romania that revealed that school quality life is closely related to the teaching learning system and therefore contributes to work satisfaction.

The fourth objective was to find out the teachers' self-esteem in public primary schools in Eldoret East Sub-County. Teachers with a high level of self-esteem tend to manifest a more confident, relaxed and a respectful attitude towards the learner. It is evident that teachers with high self-esteem are more likely to be flexible and they employ exploratory teaching design. Teachers' level of self-esteem (low or high self-esteem) influences the teaching style and the ability to develop a strong teacher-pupil relationship. Teacher's self-esteem has an influence in teachers' perception and experience of themselves and of the learner.

5.2.1 Psychological and Theoretical Implications

This study has a psychological bearing in that it focuses on the feelings that the school environment evokes in the teachers and how that psychological aspect influences the teachers' self-esteem. The psychological mindset among the teachers does have great bearing on several other factors including their own self-esteem.

This study supports the socio-ecological theory of Bronfenbrenner (1977) and the fourth step of Maslow hierarchy of needs theory. The socio-ecological theory affirms that the different environments we encounter throughout our life span, influences our behaviours either positively or negatively such as having low or high self-esteem levels. The sub-systems approach of the socio-ecological theory allows for interactions between the individual's social-ecological systems which is a useful tool for the study of schools because of the complex hierarchy in which schools exist. For this study, the researcher utilised the micro-system and the meso subsystems only. On examination of the microsystem, in this case the school infrastructure, a subsystem of the school environment, this study revealed that the classrooms are in good working condition with good lighting system (close or above 55.8%). However, classrooms are overcrowded (58.8%), teachers and pupils' chairs, desks, and lockers are not enough and those available are not in good condition (58.9). Further, teacher-

pupil ratio is not as per the government policy (1:40), (61%) which implies work overload for the teachers, classroom doors and windows are not fixed (62.2%) and the walls are not painted (84.1%) as reported by the checklist. The study also revealed that the textbook- pupil ratio is not as per the government policy (1:3), (72.7%) which implies a strain on the resources. That indicates an environment which affects the teachers' self-esteem negatively. The study also reveals that a conducive environment brings about good work, (91.1%) teachers feel they can perform better when the school provides all the necessary teaching and learning equipment, (89.5%). On examination of this sub-system, the study revealed that, the schools have good lighting system (68%), constant water supply (89%), and the walkways are kept clean (75%). However, the schools do not have enough classrooms to accommodate the pupils population (66%), most of them not fenced (59%), toilet-pupil ratio not proportionate, and some schools do not have staff toilets. That environment implies unconducive school environment, which affects the teachers' self-esteem negatively. The above information implies that the macro subsystem which is the school infrastructure does not provide a conducive school environment which negatively affects the teachers' self-esteem.

The meso-system is in this case the interpersonal relations of teachers in school. This includes the status of teacher-pupil, teacher- administration and teacher-teacher relations. The findings of the study also revealed that, teacher- pupil interaction is an important learning and teaching component. The results reported that, teachers often encourage pupils (92.5%) to participate in class lessons. Most of the teachers reported they don't feel foolish when they teach disruptive pupils (53.1%) and neither do they feel unwanted in class, (78.4%). However, the results also indicated that teachers are unhappy when pupils make noise in class (67.9%), feel unwanted when pupils make less effort in class (42.8%), are stressed when pupils don't listen to them (69.2%) and feel bad when pupils tot things in class that they are not allowed to bring to school

(78.2%). Further, teachers feel bad when pupils copy each other's work (83.4%), fail to bring homework to class (90.9%) and walk out of their seats while they are teaching (81%). This indicates that teacher –pupil interaction influences teachers' self-esteem.

The study found out that teachers believe that teacher-administration relationship is critical to self-esteem (91.5%). The study reported that teachers felt wanted when praised and motivated when valued by the head teachers (88.9%). The results also indicated that sometimes the head teachers seek the teachers' opinion on various activities (67.8%), an indication of teamwork. The majority of teachers felt that the head teachers understand their weaknesses and deal with them individually (71.5%). The majority of the teachers feel part of the school because the head teacher communicates important happenings in good time (76.4%). The study also indicates that teachers don't feel that their head teachers make them think that they are worthless (62.7%). This implies that teacher administration relationship has an influence on teachers' self-esteem.

The results revealed that interpersonal relationships among teachers can influence the teachers' self-esteem (63.5%). Most teachers don't feel uncomfortable when they meet their colleagues (72.8%). The results also revealed that sometimes teachers feel inferior when other teachers talk ill of them (52.5%) and some worry about criticisms made about their work by other teachers, (57.7%). Similarly, the study revealed that teachers don't worry about how well they get along with other teachers (56%) and they do not feel that their colleagues prompt them to dislike themselves (78.7%).

The fourth step of Maslow's Theory of Hierarchy Needs was considered for the study to support the socio-ecological theory of Bronfenbrenner, specifically to cater for the dependent variable –self-esteem, Self-esteem needs, submit to the need to feel appreciated and valued by the self and considerable others. This study supports this

theory. The study findings revealed that uncondusive school environment like, overcrowded classrooms, work overload, teachers' chairs and desks not in good condition, psychologically affect the feelings of the teachers which in turn affects their confidence to deliver and thus loose respect of others. Teachers feel they can perform well when the school provides all the necessary teaching and learning equipment, but they feel, at the current school set-up, it is not easy to achieve work satisfaction. This situation indicates that the school environment influences the teachers' self –esteem.

Teachers feel that positive teacher-pupil interaction is an important learning and teaching component (92.5%). Teachers feel sad when pupils make noise in class while they are teaching (67.9%), feel stressed when the pupils make less effort in class (69.1%), feel bad when pupil copy each other's work (84.4%) and do when they don't hand in their work (90.9%). Pupils' bad behaviour can generally contribute to teachers' low self-esteem. This is evident from the information given above.

The study also indicates that teacher –administrator is critical to teachers' self-esteem, (91.5%). Teachers want to be acknowledged for their accomplishments, (88.9%). The study indicates that teachers feel part of the school when important happenings in the school are communicated in good time by the head teacher (67.8%). Teachers in Eldoret East Sub-County feel their head teachers understand their weaknesses and deal with each of them individually (71.5%). They also feel valued by their head teachers, (62.7%). In Eldoret East County as shown above, enjoys a good teacher-administration relationship.

In summary it can be concluded that, teachers who are able to satisfy the esteem needs by achieving high self-esteem in their school environment tend to feel confident in their abilities. Those who lack self-esteem and the respect of others can develop feelings of inferiority hence poor job performance. Self-esteem is a vital part of one's

self-motivation and without a sense of own self-worth one's motivation will be severely limited. Without motivation it is difficult to do anything or take even the simplest steps to meet more basic needs. (Maslow, 1943). Which rings true to the present.

On measuring the levels of self-esteem of teachers in Eldoret East Sub-County, the study reveals that teachers have an average self-esteem. This was done with the use of Rosenberg Self-esteem score board tabulation which revealed that teachers' self-esteem is below the global self-esteem score. The mean score at 14(SD=3), while the median 14(IQR= 12-16)

5.3 Conclusion

Little has been done on the influence of school environment on teachers' self-esteem and yet, school environment plays a critical role in having high or low self-esteem among primary school teachers. The study observed that classrooms were in good condition but overcrowded. Teacher-pupil ratio is not as per the government policy hence work overload. School resources such as; text books, teachers and pupils' chairs and desks are not as per the government policy. This can explain partly the poor academic performance in public primary schools. Teacher-pupil interaction is an important learning/teaching component. However, teachers feel they do not have sufficient time to deal with weaker pupils due to the high pupils' population and hence making it difficult for individual attention. Moreover, teachers also feel unwanted when they teach pupils with discipline issues such as, making noise and walking out of their seats in class, failing to bring homework and totting items in class that they are not allowed to bring to school.

Teacher-administration relationship was found to be very critical to teachers' self-esteem. Teachers need to be acknowledged for their achievement and made to feel part of the school by their head teachers ensuring that important school happenings

are communicated to them in good time. This raises their self-esteem, but the opposite is also true. Teacher -teacher relationship has also an influence on teacher's self-esteem. It was noted that relations among teachers can either increase or reduce teachers' self-esteem. A small majority of teachers don't worry about how well they get along with other teachers (56%).

It can be concluded from this study that a conducive environment brings about good work. Learning resources in public primary school are wanting. There aren't enough text books for the pupils and chairs and desks are in bad condition. This situation psychologically affects the teachers' self-esteem negatively. Schools should provide all the necessary teaching/learning equipment to enable the teachers to grow their self-esteem to perform well. It is evident from this study that it is not easy to achieve work satisfaction at the present school set-up, an indicator of low self-esteem in public primary school teachers.

5.4 Recommendations

5.4.1 Policy Recommendations

It is highly recommended that the promotion of self-esteem be an integral part of the school policies and school planning that will reflect and enhance self-esteem of teachers. The Ministry of Education (MOE) should ensure that the basic requirements of school environment are met in all schools to enhance teacher's self-esteem for better work performance. These should include adequate classrooms, teacher- pupil ratio to be adhered to, desks and chairs for both teachers and pupils be and all learning resources be provided adequately in public primary schools.

It will also be important that the Ministry of Education and the other stakeholders in education sector to underpin the development and promotion of self-esteem among teachers through the improvement of conditions in school environment. The Ministry

of Education should also consider the introduction of a training on the influence of school environment on teacher's self-esteem in pre-service education or in-service education programs.

The researcher recommends that a trained counsellor should be attached to every public school to help teachers manage their interpersonal problems and thus enhance their self-esteem. This will not only improve the teachers' self-esteem but will go long way in improving performance in public primary schools.

5.4.2 Improved School Physical Infrastructure

It is highly recommended that the Ministry of Education through the local government should provide public primary schools with sufficient tables, chairs and lockers for teachers and desks for students as it was found out that the classrooms are overcrowded as the schools did not comply with the policy of 1-40 teacher-pupil ratio. Furthermore, it is recommended that the schools not fenced should be fenced. This would improve safety in the school environment and that there is reduced interference in teaching and learning process.

5.4.4 Improved Social Welfare

Teachers opt to maintain a vital closeness with their pupils and should be able to handle any form of conflict in the classroom to have an ambient classroom climate that will boost his/her self-esteem hence improved work performance.

The teacher-pupil ratio stood out from the findings as a major problem, the research indicated that teachers do not have sufficient time to deal with weaker pupils. This could be one of the causes of poor performances in public primary school therefore the teacher-pupil ratio should be considered. Large class sizes present a challenge in terms of discipline and work overload. Teacher- administration relationship is a very important component of teachers' self-esteem. The administration should organise

regular in-service refresher causes for administrators to learn from each on how to manage their staff and improve social relations in the school with teachers and better their administrative skills. The administration should recognise teachers' work more which will make them feel motivated and raise their self-esteem.

The government should promote diversity by ensuring ethnic balance in the staffing of schools as tribalism was a challenge which undermines teacher-teacher relations. This came out clearly from the qualitative data as observed by one of the respondents

“I feel bad when teachers communicate in their own mother tongue which I don't understand when around them.” “Intertribal groupings which causes segregation amongst us.”

Similarly, from qualitative data, pupil absenteeism due to activities outside the school like playing pool and brewing activities strained relationship between the teacher and the pupil. The researcher recommends that the county administration should regulate such establishments operating near schools. Regular pupil attendance boosts the teachers' self-esteem as they look forward to coming to class. Good interpersonal relationships within the school will motivate teachers in their relations with the administration, pupils and among themselves leading to high self-esteem and an overall better performance.

5.4.5 Teachers' Work Satisfaction

There should be a good provision of adequate learning and teaching materials, team-building activities to harmonize the staff and motivation of teachers by appreciating their work. The location of the school should be conducive for learning away from distractions that could hinder learning. The surroundings of the school environment can either promote or frustrate teachers' work since personal initiative which includes teachers' self-esteem has a lot to do with performance.

5.5 Suggestion for Further Research

Further research should include and account for other factors that have an impact on self-esteem such as home environmental factors since teachers work like marking and planning for the next day's lessons are extended home. Other external factors such as remuneration and incentives could be explored further to give a better understanding of the study topic. These factors directly relate to various aspects of the environment as discussed in the literature by Bronfenbrenner (1977).

Further research should also consider using a qualitative approach. This would enrich the scientific 'knowledge base and enable psychologists know the reasons behind self-esteem issues among various teaching professions.

Other more advanced study designs with increased sample size. This would increase the power of the study and validity of the findings. The advanced study designs would incorporate follow up interviews with a longitudinal approach as self-esteem is affected by daily activities.

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APPENDICES

Appendix I: Questionnaire for Teachers

Moi University of Eldoret P.O Box, 3900
Eldoret,
Kenya.

Dear Respondent,

I am a student from Moi University, undertaking a master's Degree in Counselling Psychology. I am carrying out a research study on the influence of the school environment on the teachers' self-esteem in public primary schools in Eldoret East Sub County, Uasin-Gishu County, Kenya. Any information you give is purely intended for academic purposes and will be handled with utmost confidentiality.

Your contribution, participation and co-operation will be highly appreciated.

Thank you in advance

Jamila W. Wanjala

Section A: Background Information**Please tick where appropriate**1. **Gender:** Male [] Female []2. **Age bracket**a) 26-30 []b) 31-35 []c) 36-40 []d) Over 40 []3. What is the level of your **education**?Certificate [] Diploma []Degree [] Masters []

PhD ()

Any other specify-----

4. What is the duration of teaching in your in your current school?

a) 1-2

b) 3-5

c) 5-7

d) 8 and over

Section B: Status of physical infrastructure in public primary schools in Eldoret**East sub- County**

Please indicate the extent to which you agree with the following statements regarding the status of infrastructure in your school using the scale shown below;

Scale:

4 3 2 1 0
 Strongly Agree e Undecided Disagree Strongly Disagree

	Statement	4	3	2	1	0
1	Classrooms are in good working condition					
2	My school has good lighting system					
3	Teachers’ desks, chairs and students’ lockers are in good condition.					
4	Pupil-toilet ratio is proportional.					
5	pupil- classroom ratio is proportionate					
6	My school has constant supply of water					
7	Teacher-pupil ratio is as per the government policy (1-60)					
8	Number of pupils per desk is always 3					
9	One text book for each subject is shared among 3 pupils only					
1	The walls and roofs of my classes are well maintained					
0						
1	We have constant supply of water at my school see no 6					
1						
1	The Teachers’ office chairs can accommodate all the					
2	teachers					

Any other information related to physical infrastructure not mentioned above?

Yes [] No []

If yes, which one? And explain

.....

Section C: Social welfare relations among teachers

1) Teacher-pupil relations and self-esteem

Below are statements that describe the teacher-pupil relations at school. Please tick the numbers to the right which best describe the degree to which a statement is true for you, using the Scale below

Scale:

4	3	2	1	0
Never		Sometimes		
	Rarely		Often	Very Often

	4	3	2	1	0
Statements					
1					
2					
3					
4					
5					
6					
7					
8					
9					
1					
0					
1					
1					
1					
1					
2					
1					
3					
1					
4					
1					
5					

Any other behaviour exhibited by pupils which is likely to lower your self-esteem not captured on the table above? YES OR NO?

If your answer is yes please identify them

.....

.....

Teacher-administrator relationship

Below are statements that describe the teacher-administrator relations at your school. Please tick the numbers to the right which best describe the degree to which a statement is true for you.

Scale:

4	3	2	1	0
Never		Sometimes		
r	Rarely		Often	Very Often

Statements	4	3	2	1	0
1 Teacher-administration relationship is critical to self-esteem.					
2 I feel wanted when the head teacher praises me for the effort made while conducting my duties at school.					
3 I feel motivated when the head teacher values my work.					
4 In my school, the head teacher seeks the teachers' opinions on various activities.					
5 Our head teacher understands each teacher's weaknesses and deals with it individually.					
6 I feel part of the school because my head teacher communicates any important happening in good time.					
7 My head teacher makes me ever think I am worthless.					
Any other teacher-administrator kind of relationship not mentioned.					
.....					
.....					

Teacher-teacher relationship

Below are statements that describe the teacher- teacher relations at your school. Please tick the numbers to the right which best describe the degree to which a statement is true for you.

Scale

4 **3** **2** **1** **0**
 Neve
 r Rarely Often Very Often

- | Statements | 4 | 3 | 2 | 1 | 0 |
|--|----------|----------|----------|----------|----------|
| 1 Inter-personal relationships among teachers can either increase or reduce self-esteem. | | | | | |
| 2 I feel uncomfortable meeting some of my colleagues. | | | | | |
| 3 I feel inferior when some teachers talk ill of me. | | | | | |
| 4 I often worry about criticism made about my work by other teachers. | | | | | |
| 5 I often worry about how well I get along with other teachers. | | | | | |
| 6 Other teachers prompt me to dislike myself. | | | | | |
- Any other information about teacher-teacher relationship not mentioned above
-
-

Section D: Teachers’ level of work satisfaction and school environment

Below are statements that describe the teachers ‘work satisfaction at your school. Please tick the numbers to the right which best describe the degree to which a statement is true for you.

Scale:

4 **3** **2** **1** **0**
 Neve
 r Rarely Often Very Often

- | Statements | 4 | 3 | 2 | 1 | 0 |
|---|----------|----------|----------|----------|----------|
| 1 A conducive environment brings about good work | | | | | |
| 2 I feel I can perform well when the school provides all the necessary teaching and learning equipment. | | | | | |
| 3 Work satisfaction is brought by the teacher’s own initiative | | | | | |
| 4 It is not easy to achieve work satisfaction at current | | | | | |

school set-up.
 Any other information related to work satisfaction not mentioned above?

.....

SECTION E: Assessment of Teacher’s level of Self Esteem

Using the scale below, please describe your feelings as a teacher in your school about the following statements. Please choose the level and indicate appropriately.

Scale:

3	2	1	0
strongly			
agree	agree	disagree	strongly disagree

- | | | | | | |
|----|---|----------|----------|----------|----------|
| | Statements: | 3 | 2 | 1 | 0 |
| 1 | I feel that I am a person of worth, at least on an equal plane with others. | | | | |
| 2 | I feel that I have a number of good qualities. | | | | |
| 3 | All in all, I am inclined to feel that I am a failure. | | | | |
| 4 | I am able to do things as well as most people. | | | | |
| 5 | I feel I do not have much to be proud of | | | | |
| 6 | I take a positive attitude toward myself | | | | |
| 7 | On the whole, I am satisfied with myself. | | | | |
| 8 | I wish I could have more respect for myself. | | | | |
| 9 | I certainly feel useless at times. | | | | |
| 10 | At times I think that I am no good at all. | | | | |

Appendix II: Observation Checklist

Name of observer _____ Date _____

School _____

Location _____

Statements	Comments
There are enough classrooms to accommodate school population	
The school has lighting systems	
The school is fenced	
There is water	
Classrooms doors and windows are fixed	
The school has a kitchen (if it provides lunch)	
The school has a playground.	
There are enough text books	
Teachers' office has enough chairs and desks	
The walk ways are clean	
The walls of the classes and offices are painted	

Appendix IV: Map of Uasin Gishu East Sub county

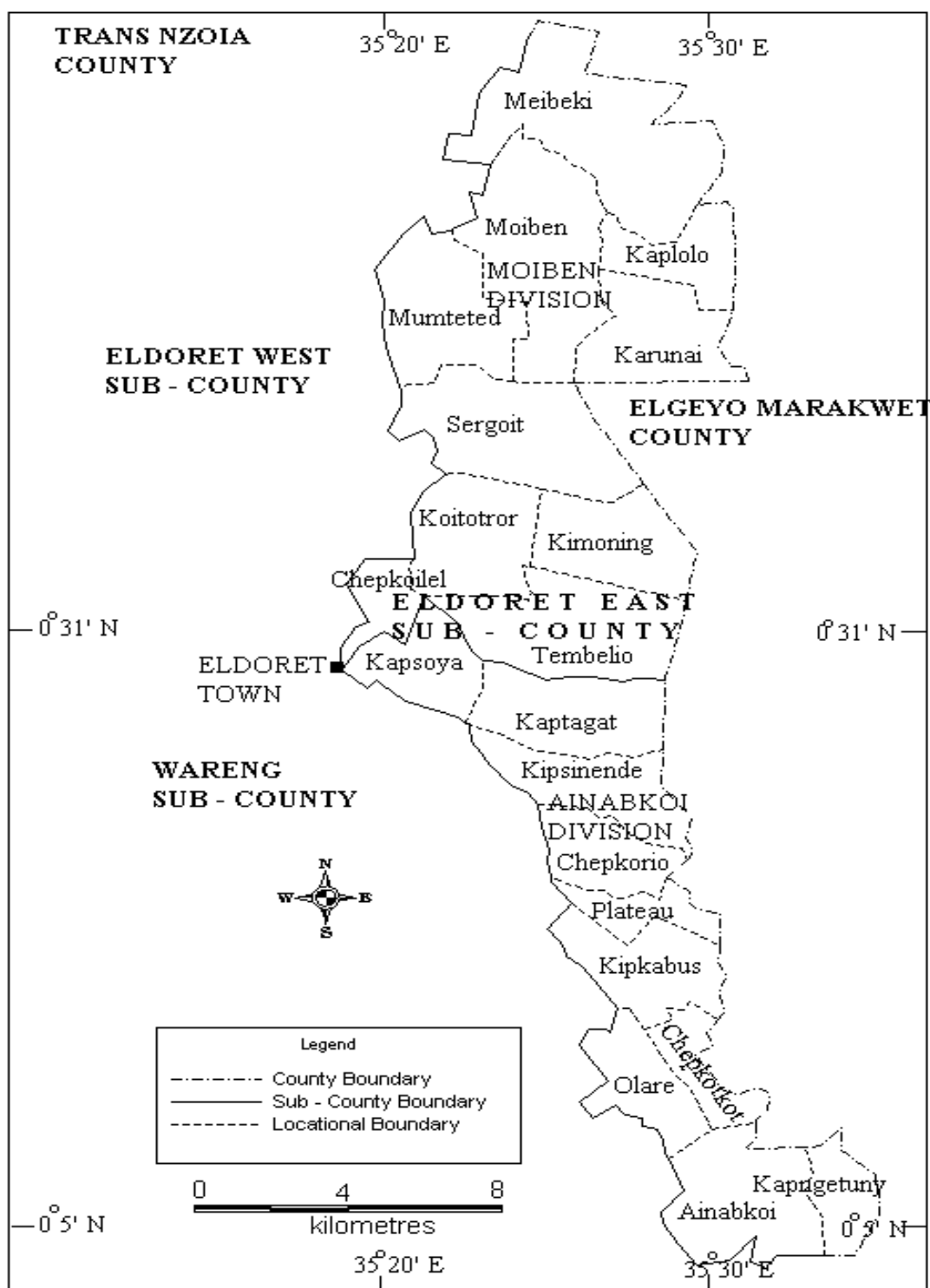


Figure 0-6: Map of Eldoret East Sub – County showing administrative unit.

Appendix V: Eldoret East Primary School Establishment, Ainabkoi zone

ELDORRET EAST - PRIMARY SCHOOLS ESTABLISHMENT
MOBEN ZONE

S/NO	NAME OF SCHOOL	NO. OF CLASSES	ENROLLMENT		TOTAL	T.O.D.		TOTAL
			BOYS	GIRLS		MALE	FEMALE	
1	Assis	8	133	140	281	4	6	10
2	Kabumu	7	88	95	190	2	4	6
3	Sessia	8	161	136	305	4	4	8
4	Lalibei	8	165	135	308	5	3	8
5	Tachasis	8	126	107	237	4	3	7
6	Ilet	11	139	167	313	3	9	12
7	Jumhat	14	240	201	454	4	7	11
8	Ranymoi	9	135	167	309	5	3	8
9	Tolela	17	291	247	555	4	14	18
10	Tungururwet	6	80	33	119	3	3	6
11	Mosp	8	137	123	268	4	6	10
12	Kaburget	8	100	106	214	5	4	9
13	Murmet	18	284	258	560	5	12	17
14	Kalvet	12	196	189	397	6	6	12
15	Monyata	8	85	74	167	5	6	11
16	Ngusa	16	251	246	523	5	12	17
17	Moben Upper	13	229	245	487	4	9	13
TOTAL		179	2840	2666	5687	72	111	183

ELDORRET EAST - PRIMARY SCHOOLS ESTABLISHMENT
AINABKOI ZONE

S/NO	NAME OF SCHOOL	NO. OF CLASSES	ENROLLMENT		TOTAL	T.O.D.		TOTAL
			BOYS	GIRLS		MALE	FEMALE	
1	Kipiment	10	154	150	304	6	2	8
2	Rurigi	16	276	374	650	12	1	13
3	Ameus	21	391	415	806	4	15	19
4	Sihoi	8	87	82	169	5	3	8
5	Olare	17	265	299	564	10	1	11
6	Kipeno	8	144	122	266	2	5	7
7	Ayangil	8	74	76	150	1	6	7
8	Kimurik	8	111	108	219	4	3	7
9	Kwet	8	89	108	197	4	3	7
10	Chelelek	5	114	108	222	5	2	7
11	Arapnoi	5	129	124	253	3	6	9
12	Skyline	5	98	103	201	3	5	8
13	Tingwa	9	149	125	274	1	10	11
14	Narua	11	172	201	373	4	3	7
15	Dv's Farm	14	187	295	482	2	8	10
16	Cheppogor	14	185	199	384	5	5	11
17	Nenani	8	82	104	186	4	4	8
18	Solat	8	114	111	225	3	4	7
19	Siso	8	26	21	47	1	3	4
TOTAL		203	2847	3125	5972	79	96	139

**ELDORLET EAST - PRIMARY SCHOOLS ESTABLISHMENT
KARONA ZONE**

S/NO	NAME OF SCHOOL	NO. OF CLASSES	ENROLLMENT		T.O.D.		TOTAL
			BOYS	GIRLS	MALE	FEMALE	
1	Chepingochoch	8	118	137	261	7	268
2	Sosio	18	344	31	677	4	10
3	Chepkollet North	8	97	70	175	1	9
4	Kabulit	8	118	112	241	4	3
5	Karona	8	138	89	235	3	3
6	Tugen Estate	9	164	132	325	3	8
7	Kapurbere	8	116	94	218	3	3
8	Kapobou	12	174	191	377	3	12
9	Arbabuch	12	219	237	468	3	7
10	Chebanus "C"	3	42	53	98	0	2
11	Maana	10	168	205	383	2	2
12	Kriswo	10	139	143	292	2	8
13	ACK Kapkorto	7	85	72	164	1	6
14	Torochnoi	15	232	246	507	7	3
15	Tiadi	8	155	177	339	3	4
16	Imashtie	10	171	142	323	6	2
TOTAL		154	2500	2429	5083	52	87

**ELDORLET EAST - PRIMARY SCHOOLS ESTABLISHMENT
SERGOTT ZONE**

S/NO	NAME OF SCHOOL	NO. OF CLASSES	ENROLLMENT		T.O.D.		TOTAL
			BOYS	GIRLS	MALE	FEMALE	
1	Karabono	8	100	107	215	2	6
2	Kontor	9	178	128	315	3	7
3	St. John Kinnethi	4	36	44	84	0	4
4	Seyo	6	81	79	166	3	2
5	Kipkolelet	12	202	201	415	4	5
6	Chemungen	12	229	221	462	4	7
7	Chelalung	12	196	178	386	3	11
8	R.C.F.A. Kuyrot	8	109	93	210	3	4
9	Somgetuny	8	117	142	268	5	3
10	Sosio	10	114	137	261	1	7
11	Kaplogot	8	79	97	177	2	5
12	Chebubur	8	89	72	173	2	7
13	Chepkosom	13	218	203	434	5	5
14	Kapeti	13	227	201	441	3	6
15	Kaputuk AIC	5	62	67	134	2	2
16	Kidnei	8	108	119	235	5	3
17	Chemamur	8	75	74	157	4	5
18	Krimong	9	147	127	283	4	5
19	Kapket	14	202	251	467	5	5
20	Kapsen	8	152	171	331	4	6
21	Chemutuk	8	132	150	290	2	11
22	Komba -Emit	8	67	81	161	3	2
23	Tujoyuk	16	244	219	479	6	7
24	Simotwet	9	146	111	273	3	7
25	Soth	10	153	124	288	1	5
26	Lait	16	257	232	505	4	15
27	Kinore	6	79	81	166	1	4
TOTAL		256	3799	3721	7776	84	156

**ELDORET EAST - PRIMARY SCHOOLS ESTABLISHMENT 2015
KAPTAGAT ZONE**

S/NO	NAME OF SCHOOL	NO. OF CLASSES	ENROLLMENT			T.O.D.		TOTAL
			BOYS	GIRLS	TOTAL	MALE	FEMALE	
1	Kapundul	8	165	162	335	1	7	8
2	Kapsenwo	8	124	122	254	2	7	9
3	AIC Kapragat	8	100	85	193	0	7	7
4	Uburu	8	121	126	255	3	5	8
5	Chepkero	12	211	209	432	4	4	8
6	Chepkolal Central	16	226	266	508	6	9	15
7	Kolled	10	100	105	215	6	2	8
8	Naheri	15	201	214	430	2	15	17
9	Brockley	8	47	44	99	3	9	12
10	Benr	8	107	114	229	1	7	8
11	Kitika	9	236	211	456	4	4	8
12	Chepnoet	12	104	108	224	3	5	8
13	Chepsogor	10	162	141	313	4	5	9
14	Neriti	8	118	97	223	2	6	8
15	Chebeon	8	88	67	163	3	5	8
16	Piteau	8	104	95	207	5	3	8
17	Kongasis	12	171	108	291	1	9	10
18	Kiklerony	8	99	106	213	3	4	7
19	Kobarak	12	224	236	472	2	11	13
20	Lotonyok	8	115	90	213	6	2	8
21	Kibuer	3	39	25	67	1	2	3
22	Tendwo	8	83	89	180	3	5	8
23	Cheptigit	19	235	229	483	5	7	12
TOTAL		226	3180	3049	6455	70	140	210

**ELDORET EAST - PRIMARY SCHOOLS ESTABLISH
KIRKABUS ZONE**

S/NO	NAME OF SCHOOL	NO. OF CLASSES	ENROLLMENT			T.O.D.		TOTAL
			BOYS	GIRLS	TOTAL	MALE	FEMALE	
1	Sirwo	5	79	89	173	4	4	8
2	Chepkongony	13	199	191	403	5	2	8
3	Kolionget	6	189	165	360	1	3	3
4	Ushama	9	177	170	356	1	6	7
5	Chekguti	8	163	164	335	3	4	7
6	Kanuyo	10	135	153	298	2	6	8
7	Kabore	8	96	92	196	4	3	7
8	Kipkabus upper	8	99	129	236	1	5	6
9	Bahrini	14	270	284	568	4	7	11
10	Songich	7	56	88	151	3	6	9
11	Lelek	13	136	113	262	5	3	8
12	Chepkarumun	16	311	341	668	6	5	11
13	Chorogot	8	151	17	176	2	6	8
14	Rounga	7	142	137	286	4	3	7
15	Leleot	8	125	153	286	0	8	8
TOTAL		140	2328	2286	4754	45	71	116

**ELDORLET EAST - PRIMARY SCHOOLS ESTABLISHMENT
MEIBEKI ZONE**

S/NO	NAME OF SCHOOL	NO. OF CLASSES	ENROLLMENT			T.O.D.		TOTAL
			BOYS	GIRLS	TOTAL	MALE	FEMALE	
1	Chenweno Chebor	10	146	134	300	5	4	9
2	Kapsilit	8	32	34	66	3	2	5
3	Mendililwo	8	74	79	153	6	1	7
4	Maget	9	166	185	351	2	7	9
5	Tangastir	8	117	118	235	5	2	7
6	Sasitwo	8	191	163	354	3	5	8
7	Kongyayali	8	111	112	223	4	2	6
8	Bidit	7	95	75	170	3	0	3
9	Kapnusu	14	249	259	508	8	3	11
10	Kemshet	15	250	259	509	8	5	13
11	Chephasket	13	267	235	502	7	3	10
12	Kapkoros	10	166	146	312	3	5	8
13	Seriyvo	8	143	128	271	3	2	5
14	Eidaho	3	56	98	154	1	1	2
14	Meheki	10	166	189	355	4	3	7
			139	2229	2368	65	45	110

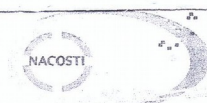
**ELDORLET EAST - PRIMARY SCHOOLS ESTABLISHMENT
CHERKOLEI ZONE**

S/NO	NAME OF SCHOOL	NO. OF CLASSES	ENROLLMENT			T.O.D.		TOTAL
			BOYS	GIRLS	TOTAL	MALE	FEMALE	
1	Kimmum	14	194	196	404	4	18	22
2	G.K. Prison	20	305	243	568	5	17	22
3	Moi Marula	19	247	272	538	3	17	20
4	Eid. Chebanus	10	218	209	437	6	5	11
5	Central	22	272	260	554	5	23	28
6	Kapsuya	15	260	253	528	6	16	22
7	Moi University Eid Pri.	22	254	580	836	4	24	28
8	Kiotebes				0			0
9	Alambich	20	309	339	668	3	20	23
TOTAL			142	2059	2352	36	140	176

**ELDORLET EAST - PRIMARY SCHOOLS ESTABLISHMENT
KAPSOYA ZONE**

S/NO	NAME OF SCHOOL	NO. OF CLASSES	ENROLLMENT			T.O.D.		TOTAL
			BOYS	GIRLS	TOTAL	MALE	FEMALE	
1	Eldoret Special sch. MH	11	59	57	127	3	10	13
2	Eldoret Special sch. HI	10	67	70	147	2	13	15
3	Eldoret Bortaram	24	599	535	1158	3	21	24
4	Ithula Integrated Pri	15	252	250	517	5	8	13
5	Munyaka	24	698	730	1452	11	23	34
6	Kapsuya	15	260	253	528	0	0	0
TOTAL			99	1935	1895	24	75	99

Appendix VI: Research Permit letters



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/52079/13680

26th October, 2016

Jamila Wakasa Wanjala
Moi University
P.O. Box 3900-30100
THIKA.


RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of school environment on teachers self esteem in public primary schools in Eldoret East Sub County Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **24th October, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Proceed.
A.O.C. OFFICE


COUNTY COMMISSIONER
UASIN GISHU COUNTY

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

**THIS IS TO CERTIFY THAT:
MISS. JAMILA WAKASA WANJALA
of MOI UNIVERSITY , 7738-30100
Eldoret, has been permitted to conduct
research in Uasin-Gishu County**

**Permit No : NACOSTI/P/16/52079/13680
Date Of Issue : 26th October,2016
Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF SCHOOL
ENVIRONMENT ON TEACHERS SELF
ESTEEM IN PUBLIC PRIMARY SCHOOLS
IN ELDORET EAST SUB COUNTY KENYA**

**for the period ending:
24th October,2017**



**Applicant's
Signature**

**Director General
National Commission for Science,
Technology & Innovation**



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
 (State Department for Basic Education)

Telegrams: "EDUCATION", Eldoret
 Telephone: 053-2063342 or 2031421/2
 Mobile : 0719 12 72 12/0732 260 280
 Email: cdeuasisingishucounty@yahoo.com
 : cdeuasisingishucounty@gmail.com

When replying please quote:

Office of The County Director of Education,
 Uasin Gishu County,
 P.O. Box 9843-30100,
ELDORET.

Ref: No. MOE/UGC/TRN/9/VOL.2/248

Date: 8TH November, 2016

Jamila Wakasa Wanjala
 Moi University
 P.O Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

This office has received your letter requesting for an authority to allow you carry out a research on "*Influence of school environment on teachers self esteem in public primary schools in Eldoret East Sub-County Kenya.*" Within Uasin Gishu County.

We wish to inform you that the request has been granted for a period ending 24th October , 2017, the authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.

S.K Kemei
 For: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU

SK/sc

