

**WORKING ENVIRONMENT AND TUTORS PERFORMANCE IN PRIVATE
PRIMARY TEACHERS COLLEGES IN CENTRAL REGION, UGANDA**

BY

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DECLARATION

I, **KIGOZI YUSUF**, declare that this dissertation entitled “*working environment and tutors’ performance in private primary teachers’ colleges in central region, Uganda*” is my own work done from my efforts and has never been forwarded or presented to any institution of higher learning for any award.

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APPROVAL

This is to certify that this thesis titled: “*Working Environment and Tutors Performance in Private Primary Teachers Colleges in Central Region, Uganda*” by Kigozi Yusuf was conducted under our supervision and is ready for submission with our approval.

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ACRONYMS AND ABBREVIATIONS

G.W.P.E Government White Paper on Education.

I.C.T Information Communications Technology.

N.A.P.E National Assessment on Progress of Education.

N.C.H.E National Council for Higher Education.

P.A.U Principals Association of Uganda.

T.C.E Teachers Certificate of Education.

U.P.E Universal Primary Education.

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ABSTRACT

This research study sought to study the relationship between working environment and tutors' performance in the Private PTCs in the central region, Uganda. It was guided by the stated objectives; to analyze the relationship between Supervisor Support and Tutors' performance; to examine the relationship between Physical work environment and Tutors' performance; and to assess the relationship between Performance review feedback and Teachers' performance in the Private PTCs in the central region, Uganda. The study followed correlational survey design. This research study used both quantitative and qualitative research techniques, with quantitative approach being dominant. Data was collected from 113 respondents.

The research adopted descriptive and inferential analyses to achieve the study results. Descriptive analysis made use of frequencies, means and standard deviations. Inferential analysis involved Pearson's correlation to examine the relationship between the study variables. Content Analysis was the main method for analyzing qualitative data. The outcomes of study reveal that there was a statistically significant positive relationship between supervisor support and tutors' performance. Physical work environment was also found to be statistically significantly related to tutors' performance. Finally, the study also found out that there is a statistically significant positive relationship between performance review feedback and tutors' performance. From the study findings, it can be concluded that: supervisor support as an element of working environment is an important factor in enhancing tutors' performance in the private PTCs; physical working environment is a significant element for the success of the tutors' performance in the private PTCs and also performance review feedback as an element of working environment is a vital factor in enhancing tutors' performance in the private PTCs. Some of the key study recommendations are that Private PTCs should boost tutors' performance through deliberate continuous improvement in physical work environment; such as; physical office space and room temperature of the tutors' working environment.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Globally tutor performance is a factor that considerably influences the performance of students in any academic institution (Balogun, 2014). In Uganda, cases of low tutor performance have been reported especially in private P.T.Cs (Pamela, 2019). In case this problem persists, it may result into low teacher trainee achievement as well as raising questions about the standard of primary teacher education provided by private P.T.Cs. A good work place environment plays a significant part towards uplifting the performance of tutors (Follet, 2013). This is because it motivates them and creates favorable condition under which they perform their duties (Christabella, 2014). This study focused on examining working environment and tutors' performance in private P.T.Cs in central region of Uganda. Background information, a problem statement, the study's aim and objectives, its scope and significance, and a definition of important terms in this chapter are all included.

1.1 Background of the Study

1.1.1 Historical Background

According to Chike, Okoli and Serki (2015), in the 1980s and 1990s and the early 2000s, research studies saw much emphasis on tutor performance. The emphasis intended to explain the effectiveness of teacher candidates because of their part in delivering high-quality instruction. The interest in the performance of tutors was extended to public sphere in form of promotion of quality teaching in such countries as Pakistan, India, United Kingdom, Australia and the United States of America (Louden 2000, Robert 2016 & Ravi, 2017). This was emphasized to highlight the importance of tutor performance to both the organization and individuals (Salaman et al, 2015). Many factors could influence tutors job performance including equipment, reward for good systems, standard operating procedures, performance

expectancy, and feedback on performance in addition to knowledge, skills and attitude (Viscer, 2017, Saiyadain, 2014).

According to Bennell (2014), there is deteriorating standards of tutor performance in several developing countries worldwide. The efficiency of tutors in the public school system is typically low due to insufficient incentives and sanctions, according to a related study in sub-Saharan Africa. This is especially true in situations when tutors cannot be successfully penalized by school administration for inappropriate behavior and it is challenging to fire them because compensation and promotion are mostly unrelated to real performance. Global awareness of the issue of an inadequate work environment paired with poor (job) performance among academic staff in the higher education sector in low- and middle-income countries such as Uganda is growing (Kasule, 2015).

Teacher training in Uganda started as early as the 1920s with the coming of missionaries since their arrival led to changes in the content taught by then, from indigenous knowledge that was taught before to foreign content and therefore necessitated the training of teachers to deliver the new curriculum (Thematic Report 3, 2018). The Government White Paper on Education (GWPE) of 1992 is the result of suggestions made by the Education Policy Review Commission, which was led by Senteza Kajubi, and is the source of the present educational and teacher education changes. The UPE policy recommendation is one of the crucial GWPE recommendations that had a substantial impact on teacher preparation. This was the efficiency with which the teachers are deployed in schools. (Daily Monitor, 25. Nov.2019, Ministry of education and sports, UPE Report 2019).

In 2011, NAPE report highlighted major shortcomings in the tutors' instruction process, thus the performance of tutors became a point of focus with an aim to explain the effectiveness of teacher trainees because of the role they play in provision of quality instruction (Kyomuhendo and Kasule, 2017). In addition, the NCHE report (2018) confirmed that tutors are always absent

from their colleges and when present they fail to perform and accomplish their professional tasks as expected, that is planning for instructional delivery, timely assessment and release of teacher trainee marks etc. this situation has led to their declining performance in private PTCs since 2011. This is evident in the students' poor and inconsistent grades in their grade III Teacher certificate exams particularly in private PTCs of central region.

Furthermore, in central region of Uganda a report compiled by Wakiso district education officer (2011), showed that tutors were giving less and less time to extra-curricular activities, lesson preparation and assessment. Tutor performance indicators in central region vary from college to college. Thus, though tutors in some government aided PTCs, of central region perform well, their performance in private PTCs is still low, unsatisfactory and is sometimes ranked the worst in the country, (Kugonza, 2017). This could be attributed to the leadership style, salary enhancement in addition to the prevailing working environment. Besides no study has investigated this problem particularly in central region, because of this reason the researcher established the correlation between working environment and tutors' output (performance) in private PTCs, in central region of Uganda.

1.1.2 Theoretical Background

Frederick Herzberg's Two-Factor Theory designed in 1959, underpinned this study which states that there are certain factors in the work place which lead to job satisfaction (motivation factors) while a separate set of factors lead to dissatisfaction (Hygiene factors) of which act independently of each other, (Charlotte, 2021). In addition it is argued that the two factors are mutually exclusive. According to this theory, work environment play a vital role in motivating tutors for improved effectiveness. In the current study, this theory implies that work environment play a vital role in motivating tutors for improved performance.

Herzberg identified two groups of elements that influence teachers' working attitudes and level of effectiveness, called Motivation & Hygiene Factors, based on 200 engineers and accountants'

feedback on their individual feelings toward their work surroundings gathered in the USA (Robbins, 2009). This group of elements, which are also regarded as criteria, has to do with the environment or context of work rather than the actual labor itself. Although two-factor theory and Maslow's hierarchy of needs are closely related, two-factor theory introduced extra variables to evaluate employee motivation at work (Shen, 2013). This concept holds that meeting people's lower-level demands, such as their intrinsic or sanitary needs, will not motivate them to work harder, but will only prevent them from feeling dissatisfied. Higher standards are required to motivate tutors. The implication for private primary teachers' colleges to apply this theory is that meeting tutors' extrinsic or hygiene factors, such as regular support supervision to tutors, developing good relationships between tutors and their supervisors and fellow tutors, putting the required physical facilities in place creating good working conditions in addition to giving regular performance review feedback will only avoid tutors from becoming aggressively dissatisfied but when catered for in the work environment of tutors won't satisfy them enough to put in more effort toward uplifted performance. To encourage employees, organizations should focus on giving intrinsic or inspiration factors by recognizing tutors for their good work through praise, allowing tutors develop high degree of self-direction, feeling that their jobs are meaning full to the primary teachers' college (Robbins et al, 2013). The relevance of intrinsic job aspects as motivational factors for tutors is emphasized more in Herzberg's theory, and this can be accomplished if tutors participate in the planning, carrying out, and assessing of their work (Sabir et al., 2012).

Therefore, the study adopted Herzberg's 'hygiene' needs or maintenance factors in the workplace because they provide a foundation unto which working environment in terms of , supervisor's support, policy, relationship with supervisor, physical work conditions and environment, salary, status, security, relationship with subordinates and personal life

(Muhammad & Basharat, 2012) influences employee performance such as tutor's in the private primary teachers colleges in the central region of Uganda .

1.1.3 Conceptual Background

Working environment served as the study's independent variable. Working environment is defined by Kohun (1992) as the totality of forces, actions, and other influencing elements that are currently influencing or possibly influencing an employee's performance and activities at work. The ties between employees (tutors) and the setting in which they operate are added up to form the working environment. The technical environment, the human environment, and the organizational environment are the three main sub-environments that make up the working environment, according to Opperman (2002). Equipment, technological infrastructure, and other observable or technical components make up the technical environment. The factors that enable personnel to carry out their specific jobs and activities are created by the technical environment. The term "human environment" refers to work mates and people that employees interact with, including teams and workgroups, interactional issues, the leadership and management. Collins (2017) defines supervisor support as displaying a helpful attitude by taking concrete steps to assist the employee at work. In the context of this study, supervisor assistance may refer to the principal or an immediate supervisor providing direction, essential resources, and continual professional development techniques to a tutor in order to promote efficient and successful task execution at the workplace. The type and organisation of all tangible objects and stimuli that people come into contact with while working in institutions comprise the physical work environment (Davis, Leach & Clegg, 2011; Elsbach & Pratt, 2007). It may refer to the condition which work is performed such as space size, lay out, furnishing, availability of equipment, facilities and the location of the work place.

Feedback from performance reviews is the method used to continuously give tutors information about students' past and present performance.

Furthermore, instructor performance was the study's dependent variable. According to Yusuf and Metiboba (2012), a tutor's performance is the sum of their efforts, skills, and perception of how well they are helping students learn. This includes assisting students in developing their material knowledge and critical thinking abilities, guiding group activities, and exemplifying reflective practice (Chung et al, 2011).

In the context of the current research study, tutor performance may imply the ability of tutors to meet the set targets through laid down procedures, rules, policies, norms and value of the primary teachers' colleges. Although tutor performance can be assessed by the tutor themselves, as well as by students, peers, or examiners, desirable tutor abilities from the perspective of the student have garnered a lot of attention. According to Dolmans et al. (2001), students can give tutors helpful information to boost their performance.

1.1.4. Contextual Background

The study was carried out in seven selected Private Teachers Colleges in Central regions. These included: Walugogo PTC, Nulu PTC, Buloba PTC, Namutumba PTC, Nazigo PTC, Ggaba PTC, and Kampala University. Tutors are faced with issues that hinder their performance, for instance, the Ministry of Education (2019), shows that there is still a lack of ICT facilities and laboratories, which makes the teacher candidates' ICT abilities inadequate. The National Assessment of Progress in Education, Report, (2011), highlighted major short comings with the tutors' instructional process, such as tutors' subject mastery, quality of teaching, task completion. For the last six years, the performance of private P.T.Cs at below 65% has been trailing that of government aided P.TCs at 85%. Besides the overall pass for private P.T.Cs was below 40% in 2016 and below 30% in 2018,(Pamela, 2019). In addition, the Chairperson, Professional Education Board Kyambogo University in his report on promotion exams 2017, stated that “colleges with the least performance were all privately owned”

A Report by National Council of Higher Education (2018) confirmed that most tutors were always absent from their colleges, and when present majority failed to perform and finish their professional tasks as expected i.e planning and instruction delivery. Other were giving less time to extra-curricular activities, lesson preparation, and marking (District Education Officer Wakiso District, 2011). This situation has led to their declining performance as indicated by the colleges' grade III Teacher certificate exam results with no distinctions since 2011, a few credits and passes registered (Kyambogo University grade III T.C.E results, 2011-2018). The declining performance could be attributed to the deteriorating standards of working environment that may limit their effectiveness in the teaching profession. Given that, few studies have been carried out especially in Uganda on the correlation between working environment and tutors' performance (output) in Private Primary Teachers' Colleges calls for this study. According to Lydia and Nasongo (2009) the performance of students and therefore tutors is a topic of concern to the government, parents, educators, and society at large has always been any academic task. Additionally, effective principals, tutors, and other school personnel are essential for student teacher trainee learning to be successful. Thus, the issue of whether primary teacher colleges have the necessary working environment and how this environment affects tutor performance, which is a reflection of teacher candidates' academic success, arises. This study attempted to bridge this research gap in central area of Uganda.

1.2 Statement of the Problem

Tutor performance is a factor that considerably influences the performance of students in any academic institution (Balogun, 2014). A good work place environment plays a vital role in increasing the performance of tutors (Follet, 2013). This is because it motivates them and creates favorable conditions under which they perform their duties (Christabella, 2014).

In Uganda, cases of low tutor performance have been reported especially in private PTCs. A report from NAPE (2011) highlights major shortcomings in the tutors' instruction process

especially in the areas of tutors' subject mastery among other things as well quality of teaching in the recent years. According to the National Planning Authority (2019) most private PTCs have few classrooms and tutors have limited time for teacher trainees (Daily monitor, Nov, 2019). In addition, the chairperson, professional Education Board-Kyambogo University in his report on promotion exams (2017) stated that "colleges with the least performance were all privately owned." In central region of Uganda, a report by Wakiso district education officer (2011) revealed that tutors were devoting less and less time to extra-curricular activities, teaching preparation and assessment.

However, for some years now in Uganda, despite the government efforts to improve tutors working environment through providing guidelines and instructional resources to primary teachers colleges and promoting good interpersonal relations among tutors since 2006, the performance of some tutors in private primary teachers colleges is still low and unsatisfactory including those in central region. This low performance of tutors could be attributed to low salaries, attitudes of tutors towards work and the work environment. In case this problem of low tutor performance persists; the instruction / learning process will be continually hampered resulting in to low teacher trainee achievement as well as continually raising a question about the standard of primary teacher education provided by private primary teachers' colleges. It is upon this information that the researcher examines the relationship between working environment and tutor output in private PTCs in central region of Uganda.

1.3 Purpose of the Study

The study examined the relationship between working environment and tutors' performance in Private Primary Teachers' Colleges in Central Region.

1.4 Objectives of the Study

The study was steered by the following precise objectives.

- i.** To analyze the relationship between supervisor supports and tutor's performance in Private Primary Teachers' Colleges.
- ii.** To examine the relationship between physical work environments and tutor's performance in Private Primary Teachers' Colleges.
- iii.** To assess how performance review feedback relates to tutors' performance in Private Primary Teachers' Colleges.

1.5 Research Questions

This steered by the following research questions;

- i.** What is the correlation between supervisor support and tutor's output in Private Primary Teachers' Colleges?
- ii.** What is the correlation between physical work environment and tutor's performance in Private Primary Teachers' Colleges?
- iii.** What is the correlation between performance review feedback and tutors' output in Private Primary Teachers' Colleges?

1.6 Hypotheses of the Study

The research study was given hypothesis;

H₁: There is a statistically significant relationship between supervisor support and tutor's performance in Private Primary Teachers' Colleges.

H₂: There is a statistically significant relationship between physical work environment and tutor's performance in Private Primary Teachers' Colleges.

H₃: There is a statistically significant relationship between performance review feedback and tutors' performance in Private Primary Teachers' Colleges.

1.7. Scope of the Study

1.7.1 Content Scope

The correlation amid working environment and tutors' performance in Private Primary Teachers' Colleges in Central Region was covered in this study. Additionally, it explored the connections between the physical work environment and tutor performance, the relationship between performance review feedback and tutor performance in Private Primary Teachers' Colleges, and the association between supervisor assistance and tutor performance.

1.7.2 Time Scope

Grade III Teacher Certificate Exam results of Private Primary Teachers' Colleges for the period between 2011 and 2018 were considered for this study. This period was used because there has been serious turnover (instability) especially among principals and of tutors. During this period performance of tutors has been low and inconsistent raising concern from government and other stake holders.

1.7.3 Geographical Scope

Selected Private Primary Teachers' Colleges in central region were considered for this study. There are more than ten private PTCs in central region, this study considered seven and they include: Walugogo PTC, Nulu PTC, Buloba PTC, Namutamba PTC, Nazigo PTC, Ggaba PTC, and Kampala University. The Central region is one of the four regions in the country of Uganda. According to the Principals' Association of Uganda (PAU, 2017), central region is made up districts such as Luwero, Mityana, Wakiso, Kampala, Mukono, Buikwe, Jinja, Iganga and Kamuli.

1.8 Significance of the Study

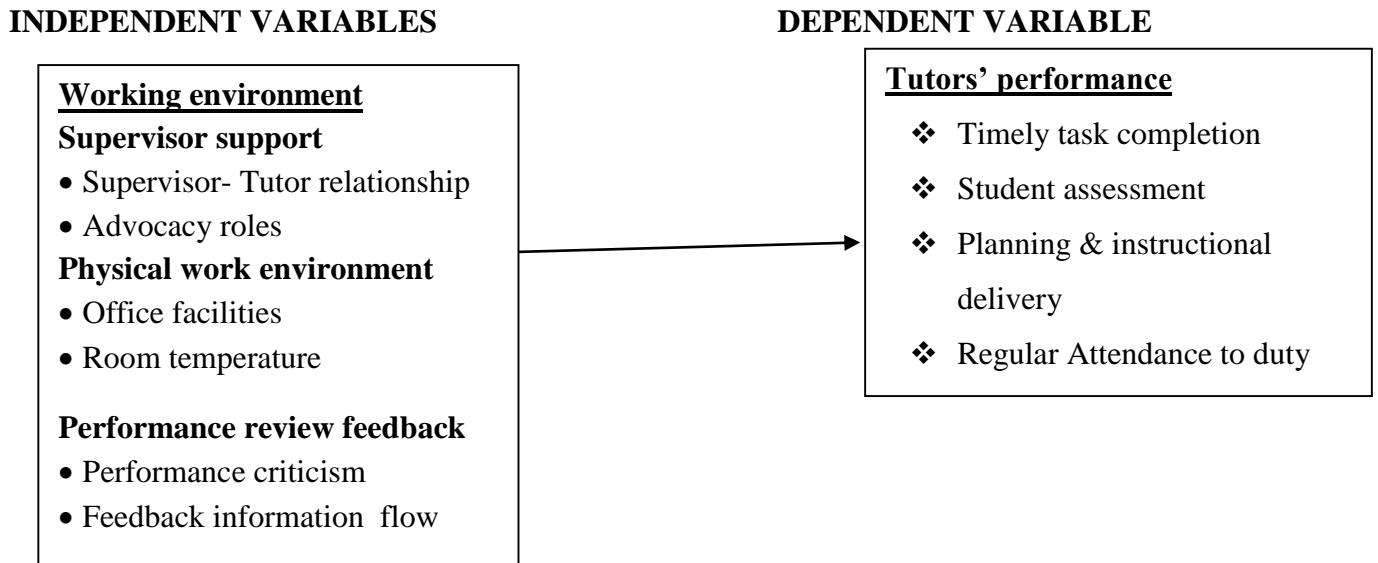
The results of this study are of great significance to Government, management and administration of Private Primary Teachers' Colleges, tutors and other PTCs and many other stakeholders including the researcher as explained below ;

The outcomes of study will be of use to the principal in creating appropriate policies and procedures for the running of the school. The National Council for Higher Education, donors, and other financial organizations can utilize it to design and create new working environments. Additionally, it could educate institutions on how to improve the working conditions for staff in order to maximize performance. In addition, the research findings could be used as a reference for policy formulation and decision making with regards to tutor performance in private and public colleges. The administration of Private Primary Teachers' Colleges in that the findings on the challenges of working environment can be used to uplift tutors' performance ,efficiency by adopting appropriate workplace innovations that might steer improvement in their performance activities. While, future researchers could add to the present literature on working environment and tutor performance thus uplift on their knowledge and skill in the determinants of tutor performance.

1.9 Conceptual Framework

The framework summarizes the correlation between working environment as independent variable and tutors' performance as the dependent variable. It identifies the attributes of working environment in a college setting as well as the components of tutor performance. It explains that working environment predicts tutor's effectiveness.

Figure 1. 1: The Conceptual framework displaying the impact of working environment on Tutors’ performance



Source: Modified by Researcher 2020, from literature Mumanyire (2015); Ntayi (2010); Birungi (2013) & Nambassa (2013).

The conceptual framework (Fig. 1.1) depicts the Independent variable as working environment and the Independent Variable as tutor performance. Working environment involves aspects of; Supervisor/supervisor support, physical work environment and performance review feedback while tutor performance is derived from indicators like timely task completion, student assessment, planning and instruction delivery as well as regular attendance to duty.

1.10. Operational Definition of Key Terms

Working environment: Working environment may imply the physical, psychological and social aspects of the environment in which tutors work.

Tutor performance: Tutor performance may imply the ability of tutors to meet the set targets through laid down procedures, rules, policies, norms and value of the primary teachers’ colleges.

Supervisor support: is the extent to which principals value their employees’ input and care about their well-being. It may refer to provision of guidance, necessary resources and continuous

professional development strategies to a tutor by the principal or an immediate supervisor so as to cause efficient and effective execution of tasks at the work place.

Physical work environment: refers to the condition under which work is performed such as space size, layout, furnishing, and availability of equipment, facilities and location of the work place.

Performance feedback: Refers to the on-going process between the tutors and their supervisors where information is exchanged concerning the performance expected and the performance exhibited. Performance review feedback is the process by which information about the previous and current performance is given to the tutors on a continuous basis.

1:11 Justification of the Study

The ability of any organization, irrespective of context, to attract, deploy, and maintain talented employees has been highlighted as one of the crucial factors that can be achieved through its policies, rules, culture, resources, working correlations, work location, internal and external environmental factors, all of which determine how employees carry out their job practices (Ollukkaran & Gunaseelan, 2012).. However, in Uganda, there are cases of low tutor performance that have been reported especially in private PTCs as reflected by a report from NAPE (2011) that highlights major short coming on the tutors' instruction process especially in the areas of tutors' subject mastery among others as well as quality of teaching in the recent years. The chairperson, Professional Education Board Kyambogo University report on promotion exams 2017, stated that "colleges with the least performance were all privately owned" and a report in central region of Uganda, by Wakiso district education officer (2011) indicated that tutors were giving less and less time to extra-curricular activities, lesson preparation and assessment . In that light, the current research study sought to explore the correlation amid the variable of working environment and tutors' performance as to provide a

pertinent solution for the problem of low tutor performance in the private PTCs in central region of Uganda.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The theoretical and the empirical literature review are the two elements that make up this chapter. Under headings that are guided by the study's goals—namely, to analyze the correlation between supervisor support and tutor performance, to look at the correlation between the physical work environment and tutor performance, and to evaluate the correlation between performance review feedback and tutor performance—it presents the theoretical review and review of the relevant literature. The chapter explores the existing literature to discover gaps there in, relatedness to the current study. It continues to present the contribution of the current study to the existing literature.

2.1 Theoretical Literature Review

2.1.1 Two Factor Theory, Frederick Herzberg (1959).

The Two-Factor Theory designed in 1959 by Frederick Herzberg. Herzberg defined two sets of features that decide employees' working attitudes and level of performance, called Motivation & Hygiene Factors, build on 200 engineers and accountants' input on their personal feelings about their working settings that was gathered in the USA (Robbins, 2009). The theory indicates that there are certain features in the work place that lead to job satisfaction (motivation factors) whereas a separate set of features lead to dissatisfaction (Hygiene factors) of which these act self-reliantly of each other, (Charlotte, 2021). In addition it is argued that the two factors are mutually exclusive. According to this theory, work environment play an interesting role in enhancing tutors for improved performance. In the current study, this theory implies that work environment play a vital role in motivating tutors for better performance. It assumes that lack of Hygiene factors leads to dissatisfaction while their presence won't lead to satisfaction. In

addition lack of motivation factors won't lead to dissatisfaction but their presence will lead to satisfaction among tutors,(Jyoti,J, 2015).

Herzberg identified six intrinsically motivating aspects for employees in his original study, including praise for accomplishments, the potential for growth and progress, responsibility, and the work itself (Herzberg, Mausner, & Snyderman, 1959; Maidani, 1991). The physiological, safety, and love needs from Maslow's hierarchy of needs make up the hygiene elements, which are also known as the maintenance factors. These requirements relate more to the environment in which the task is carried out than they do to the job itself (Amoako & Kwasi, 2011). These circumstances essentially work to make employees unhappy when they are lacking, but their existence does not always lead to great incentive (Gibson, 2000). These elements include: firm administration and policy, technical oversight, supervisory relationships, interpersonal relationship with.

Never the less, since Herzberg's results were first published in 1959, both advocates and detractors of the study have repeatedly re-created it (Bevins, 2018). An investigation by Win (2006) into applicability of Herzberg's theory in nursing profession in Mayamar and Taiwan revealed a clear link between inherent elements and job satisfaction in both nations. Extrinsic influences, were however, only discovered to be important predictors in Taiwan. However, Tan & Waheed (2011) have prioritized the hygienic aspects over the motivators, while Park and Rainey (2007) stated that the extrinsic variables sometimes also tend to operate as the inherent factors, which may favorably effect job satisfaction.

According to a 2011 study by Fang Yang in China, all extrinsic motivational factors can spur workers to put in long hours. These factors have supplanted intrinsic motivational factors as the top two sources of incentive for Chinese workers. Last but not least, a recent empirical study by Wan Fauziah and Tan (2013) discovered that the generational factor is crucial in determining an employee's favorable response, younger workers are motivated to execute citizenship

performance at work by extrinsic incentive features but demotivated by internal motivation elements. This is due to both extrinsic and intrinsic motivation variables.

Edwards and Rothbard (1999) gave their remarks to support the notion that supervisory factors and job satisfactions have a link.

2.2 Review of Literature

2.2.1 Supervisor Support and Tutor's Performance

A study by Ravi (2017) about the impact of supervisor support on the performance of instructors in sirpurm, India where a cross-sectional study was used where pretested 230 questionnaires were distributed to respondents and data was analyzed quantitatively. The outcome demonstrated that instructor performance is impacted by supervisor support. This was backed up by Ajayi et al. (2016), who made the case that supervisor support is crucial in influencing tutor behavior and work performance because they are the front line supervisors responsible for guiding supervisees in their team projects and the teams inside organizations.

Similarly, Khan et al. (2018) studied about the impact of supervisor support on the behavior and satisfaction of teachers in the education sector in Pakistan. The outcome demonstrated that supervisor assistance had a favorable effect on behavior. An investigation by Ranjan et al. (2017) into the effect of supervisors on teachers' effectiveness: A Case of the Indian Education Sector, Patna Region, found that job p The results showed how supervisor support affects instructor performance. This was supported by Ajayi et al. (2016), who said that as front-line supervisors are in charge of directing subordinates in their group projects and the groups inside companies, their support is essential in influencing tutor behavior and work performance. Support from the supervisor has a statistically significant positive impact on output. In keeping with that, a study by Aslam (2018) on the impact of supervisor assistance

To add on, Naval (2016) studied the effect of supervisor support on performance of tutors in training institutions. The results showed that having supportive correlation with their immediate supervisor makes them to be more focused which results to better performance and satisfaction. In a study by Birungi (2013) argued that employee professed support from supervisor makes the employee more contented in the organization – thereby improving on their performance. The outcome demonstrated that supervisor assistance had a favorable effect on behavior. An investigation by Ranjan et al. (2017) into the effect of supervisors on teachers' performance: A Case of the Indian Education Sector, Patna Region, found that job p The results showed how supervisor support affects instructor performance. This was supported by Ajayi et al. (2016), who said that as front-line supervisors are in charge of directing subordinates in their group projects and the groups inside companies, their support is essential in influencing tutor behavior and work performance. Support from the supervisor has a statistically significant positive impact on output. In keeping with that, a study by Aslam (2018) on the impact of supervisor assistance

In the same vein, Ali (2015) explored a study, the influence of supervisors on the work performance of employees. The study employed descriptive study design where 89 respondents were sampled and data was collected using questionnaires. The findings indicated that properly executed supervisor's advocacy role in practicing programs uplifted job performance in the workplace.

However, in most cases supervisors are not supportive to their juniors so such scenario discourages tutors' performance and this also affects the students' academic achievement. Most of the literature above has been reviewed outside the Uganda's context, this research study closed the gap by establishing the impact of supervisor support on tutor's performance in Private primary teachers' college of central region, Uganda. Anew trend of literature was brought by this study in that the responsibilities and roles of supervisors and those of tutors were discussed

such that all parties get to know what is required of them in order to achieve improved performance.

2.2.2 Physical Work Environment on Tutor's Performance

A case of a training institution, a study by Khaled and Haneen (2017) explored the impact of the physical work environment on work output in Jordan revealed that 56.0% of plaintiffs felt that their physical work environment was calm, whereas the other 44.0% attributed the distresses to low temperature since they normally had to wear many clothing possible once they arrived at work during cold weather. The biggest proportion of respondents—68.0%—accepted that temperature has an impact on their productivity.

Another study by Robert (2016) revealed that training college personnel who relocated to a new building and had access to personal control over workstation environmental factors like temperature and task lighting saw improved performance overall compared to those who did not. In the same way, Sundstron *et al* (2014) confirmed that tutors are largely satisfied or dissatisfied by the presence or absence of physical facilities at the work place. However, certain tutors even fail to perform even when all the necessary physical facilities are present. Thus, the current study addressed this gap in Uganda's context. This was achieved by highlighting the other factors which affect tutor performance regardless of the good working environment.

The type of the working environment in any training institution sets a ground for the good performance. Maicibi, (2018) in his study on the effects of physical work environment on performance of teachers in Tanzania revealed that the type of physical working environment in colleges involves the circumstances in which tutors work affects their performance. The providing of satisfactory working securities registers higher obligation consequently more and more efforts that struggle for good work. A study by Sytrika (2016), revealed that by having a favorable physical work environment, employees could put more of their energy and full

attention to perform work, and therefore concluded that there is a significant impact of physical work environment on effectiveness of tutors in an institution.

As conceptualized by Okon, (2017) on his study the physical work environment and job satisfaction of secondary school teachers in Akwa Ibom state, Nigeria, revealed that good working situations result in job gratifications and inspiration in teachers, whereas where such situations are insufficient, result into teacher dissatisfaction, other leave the school, and develop negative attitudes towards the school, thus affecting their output at the work place. Whenever there is inadequate management, teachers often act like detained animals searching for the smallest opening to spurt. When this happens, they quit the institution without looking back. For a highly motivated staff in the institution, the researcher believes that having adequate equipment and a healthy environment are prerequisites for job performance. When there is happiness, there is good performance in institutions. Having noticed the variations among the different scholars' findings, in this study, the researcher established the correlation between physical work environment and tutors' performance in private primary teachers' colleges in central region of Uganda.

2.2.3 Performance review feedback on Tutors' Performance

Performance feedbacks are regular feedbacks to employee's information regarding their performance. This consists of both compliments for the employee's good work and criticism on areas that need enhancement. The feedback given must be with the right personal and conflict resolution skills, and it must be as objective as feasible. Feedback given informally and as part of the official performance management cycle can both be combined (Chandrasekhar, 2011). A research by Roelofsen (2013) indicates that improving positive performance review feedback decreases complains and absenteeism while increasing output. According to a study by Chevalier (2004), workers are better able to do the duties that are expected of them when the

environment is stable. In her study, Chandrasekar (2003) discovered that performance review feedback significantly contributes to improving employees' output.

The current study explained how performance review feedback should be undertaken. During a performance review feedback meeting principal should prepare by making reference to a list of agreed upon objectives and their notes on performance throughout the year. The principal should create an environment which shows openness and friendly exchange of views. The principals should begin with commendation for some specific attainment but this should be sincere and deserved.

Aguinis (2011) did a study on the performance management practices of organizations. The Kenyan healthcare facility was the subject of the study. 345 respondents from Nairobi County's healthcare industry were included in the study's sample. Primary was employed to gather data for the research study. Utilizing both descriptive and inferential statistics, the research data collected was examined. According to the study, input from performance reviews is typically intended to boost both an individual workers and a team's performance. It was stated that formal feedback is unneeded and that it is preferable to conduct informal feedback when appropriate after a survey by the Chartered Institute of Personnel and Development (CIPD) in 2004 revealed that formal feedback immediately led to the completion of a performance agreement. This observation is consistent with that made by the World Bank in 2007. With focus on performance review feedback rather than simply concentrating on criticism, the level of tutor effectiveness is said to improve, taking the case of private PTCs in central region of Uganda. The current study will test the above findings using a correlation design .i.e. using both quantitative and qualitative approaches. Performance review feedback helps in uplifting the level of employee commitment and enhancing them to exert more effort to make sure that predetermined goals are reached. However, Atwebembere et al (2018) found out that tutors were not gratified with feedback they obtained from their heads of department because some of the matters highlighted

in the feedback were not talked about and as a result the level of tutor performance remained the same. This finding is conflicting to the view of Yeoh, Ho and Chan, (2012), who stressed the importance of giving feedback to tutors. It would enable them recognize their area of strength and weakness and therefore devise means of perfection.

Murtough and Woods, (2013) found that most tutors were not receiving the feedback they needed to become better teachers, this is contrary to Obwogi, (2011) who found out that constructive feedback too is meant to help employees know if they are executing their jobs to the expectation of their bosses and if not find better mechanism of refining their job practices. The contradicting findings enabled the scholar to conduct a study to measure the impact of performance review feedback on tutor performance in private PTCs in central region of Uganda. In order to follow the suggested improvement route, employees must also maintain a positive mindset and effectively receive criticism. The manner in which the feedback is accepted affects the staff's desire to support the programs created to boost performance. It conveys the employee's agreement with the evaluation procedure and their level of confidence in its fairness and openness.

2.3 Research Gap

There are clear conceptual differences amongst scholars on the impact of working environment and tutor performance based on the review of the related above literature. The literature reviewed from different scholars suggests that employee performance is associated with the various constructs of working environment. Most of these studies employed quantitative study approach. The findings of the scholars and most of the context of the available studies have been done outside Uganda's context. Therefore, the researcher considered it necessary to contribute to existing body of literature by carry out this study using both quantitative and qualitative study approaches and in the context of private PTCs in central region of Uganda to clearly establish the relationship between working environment (supervisor support, physical work environment,

performance review feedback) and tutor performance in these colleges taking a case of central region of Uganda based on the Two Factor theory. In addition, there is little indication of any studies that have been done on the effect of supervisor support, physical working environment and performance review feedback on the tutor performance in private primary teachers' colleges in central region of Uganda.

CHAPTER THREE

METHODOLOGY

3.1 The research approach that was applied to the study is presented in this chapter. These comprise the research design, study area, study population, sampling methods, data collection tools, validity and reliability of research instruments, study procedures, data gathering methodologies, data processing methods, ethical issues, and study constraints.. Introduction

3.2. Research Design and Research Method

The study was done using correlational survey research design as the overall plan (Oso & Onen, 2008). This design was preferred in order to describe the relationships that existed between working naturally occurring phenomena like working environment and tutor performance without trying in any way to alter these phenomena, (Fraenkel & Wallen, 2000). The research study used a mixed approach by employing quantitative and qualitative research approaches, though quantitative approach taken to be dominant. This approach aided the researcher to gather quantitative and qualitative data separately, but concurrently and finally compare both to gain a greater insight into the relationship that existed between the study variables. For qualitative data, a descriptive design was adopted to describe participants' views on their understanding on each of their variables of Working Environment and also on the variable of Tutor performance.

3.3. Study Population and Sample Size

3.3.1. Study Population

The target population for this research was estimated at about 280 persons consisting of all primary teachers' colleges of central region (P.A.U Central region report, 2019). However, an accessible population of 160 college tutors was considered for the study. For purposes of undertaking a comprehensive quantitative study within the limitations of time and economics,

seven colleges out of the 10 colleges were considered for the study. Tutors' ideas (responses) were crucial for this study because they are the ones doing the actual teaching of teacher trainees.

Qualitatively, within the accessible population of 160 tutors, the researcher also interviewed four principals, three Directors' of Studies and three tutors (Heads' of departments) on the basis of their designations and unique experiences in order to obtain a greater understanding of how working environment influences tutors' performance in the selected private PTCs. This number of interview participants was considered to be a balanced representation of the personnel that carry out their day to day work within the different selected private PTCs. Therefore, have first-hand experiences of how the existing working environment affects tutors' performance in selected private PTCs in Central region.

3.3.2 Sample Size and Selection

From the accessible population of 160, the quantitative approach involved sample of 103 tutors, who were considered to be sufficient as suggested by Krejcie & Morgan (1970), whose table is appended at the end of this piece of work. The 103 tutors were sampled using a simple random technique to collect quantitative data and four principals, three directors of studies, and three tutors were purposively sampled in order to collect the qualitative data, thus giving a total of 113 respondents. The sample is part of the accessible population that was procedurally nominated to represent it according to (Oso & Onen, 2008). The respondents were chosen because they were considered to be a balanced representative of the whole target population of the study and are directly affected by the available working environment thus would provide the required data for the study. The breakdown of the accessible population, the sample and the different approaches there used to choose the sample are presented in the table 3.1.

Table 3.1: Sample size determination

Category	Accessible population (N)	Sample population (n)	Sampling techniques
Tutors	140	103	Simple Random Sampling
Principals	7	4	Purposive Sampling
Director of studies	7	3	Purposive Sampling
Tutors(H.O.Ds)	6	3	Purposive sampling
	160	113	

3.3.3 Sampling Techniques and Procedure

Quantitative approach involved a sample of 103 tutors who were randomly sampled to restrain from biased results (Kothari, 2015). Simple Random Sampling was used since it guarantees high degree of representativeness by subjects and it can effortlessly be put in use when the population members are comparable to one another on vital variables (Herton. M, 2022)

Qualitative involved 10 respondents inclusive of four principal, three Director of Studies and three heads of departments (tutors) were purposively selected for interviews not only for the purpose of triangulation, but also, because they were considered as key informants that possessed adequate knowledge, information and experience on the structure of the college working environment to influence the implementation of teacher education.

3.4. Data Collection Instruments

The instruments used to collect data included the following

3.4.1. Questionnaire

Self-developed questionnaires were employed to gather quantitative data from tutors. A questionnaire, according to Amin (2005), is a well-crafted tool for collecting data in compliance with guidelines of the research questions and hypotheses of this study. It comprises of a series of inquiries that the respondents must answer and respond to in writing''. In this research study, questionnaires were made use of to collect quantitative data through capturing the tutors' perception as well as self-evaluation on the variables of working environment and tutor performance in the sampled private PTCs of central region. This method of collecting data is quite common, mainly in case of big investigations. This involved structured closed ended questions. Questionnaires were distributed to tutors who were required to read the questions, comprehend them, and then answer them by filling in the appropriate space on the form. Since the questionnaires were disseminated to the respondents and then collected after two weeks, the method was chosen since it is simple to obtain information and gives the respondents adequate time to respond.

3.4.2. Interview Guide

Two deferent self-developed guides were applied to gather qualitative data from four principals, and three directors of studies and three tutors. In an interview, study participants and the researcher converse face-to-face while answering questions about their experiences (Kombo& Tromp, 2016). This method of data collection includes the researcher presenting oral-verbal stimuli, and respondents responding orally and verbally. The technique was employed because it enables the scholar to learn respondents' opinions on the subject under investigation. Due to their distinctive experiences and positions within the institutions, the participants were chosen.

3.5 Quality control of instruments

3.5.1 Validity of Data Collection Instruments

A comprehensive questionnaire was self-written and revised. It was then presented to the supervisor for review and comments to ensure validity and reliability (Kothari, 2015). Face validity was determined by asking the study supervisors to assess the data collecting tools. They assisted the researcher in making corrections in terms of ambiguity and clarity. To make sure the instrument measures the desired variables, this was done.

The scholar further ensured validity of instruments by subjecting the research instruments to rating by three experts, two lecturers from department of Educational planning & Management Kyambogo university and one from Faculty of Education Islamic University In Uganda to assess the importance of each item on the scale: very relevant (4), quite relevant (3) somewhat relevant (2) and not relevant (1). The validity was obtained after computing the Content Validity Index (CVI) was computed using the formulae (Kothari, 2015).

$$CVI = \frac{\text{No.of items of judged relevant by all the judged (rated 3 \&4)}}{\text{Total number of items being judged}}$$

$$CVI (\text{Tutors' Questionnaires}) = 26/29$$

$$= 0.89$$

Given that the CVI of the instrument was above 0.7 (which is the acceptable index), then the instrument was accepted as being valid (Amin, 2005). This implies that the instrument used had the right study variables.

3.5.2 Reliability of the Instruments

To ensure reliability of research instrument, the researcher piloted the instrument to senior tutors at Dot E.C.D Centre Teachers College located in Wakiso District to determine the consistency of the tool. The reliability was determined by calculating cronbach's alpha coefficient by means

of statistical package for social sciences (SPSS). The closer the alpha value to 1 the higher the constancy of the instrument to be used for the study (Amin 2005).cronbach alpha coefficient for the study variables is indicated in table 3.2 below

Table 3. 2: Results of the Reliability Tests

Variable	Number of Items	Cronbach Alpha value
Supervisor Support	6	0.91
Physical Work Environment	7	0.92
Performance feedback	6	0.86
Tutor Performance	10	0.96

As seen in table 3.2, the Cronbach alpha values for the scales used in the measurements of the variables ranged from 0.86 to 0.96 (which is close to 1). These values meet the acceptable alpha values standard of being above 0.7. Thus, the scales used in the measurements are considered reliable. This means that the instrument can be consistently used to collect data.

Test pretest method was used to ensure quality of qualitative data collection tool.

3.6 Procedure for data collection

The scholar gotten a letter of introduction from the head of department education planning and management Kyambogo University to the relevant authorities in the selected Private Primary Teachers’ Colleges, seeking for authorization to do the study at the respective colleges. The scholar also used the introductory letter to seek for audience to administer the questionnaires and carry out interviews amongst the various respondents during different days of their own scheduled appointments. In the chosen private primary teachers' colleges, the researcher himself personally administered the questionnaires. All participants in the process were briefed of the research study goal and given the assurance that the data they gave would be kept private. The researcher gathered and examined the research data to create a report.

3.7 Data Analysis

3.7.1 Quantitative data analysis

Numerical values are used in quantitative data analysis to derive descriptors like mean and standard deviation (Kombo & Tromp, 2016). The researcher verified the raw data when the questionnaires were returned to make sure it was regular and accurate and to make sure it addressed the study's objectives as advised by (Kothari, 2015). The following analysis strategies were utilized to handle and analyze the quantitative data using SPSS. First, descriptive statistics were used to analyze the data. This involved utilizing percentages, means, and measures of variability (Standard deviation) in addition to measures of central tendency where applicable. Mean values below 3 indicate disagreement while mean values above 3 represent agreement. Larger values of standard deviation indicated variability of individual points from the mean

Secondly, also under inferential statistics, it was done using the Pearson's correlation coefficient, which illustrates the linear link between two variables. Results from Pearson's correlation coefficient are consistently between -1 and +1. A score of -1 denotes a perfect negative correlation between the research variable and another variable, while a value of +1 denotes a perfect positive correlation. If the result is zero, the two variables do not have a linear connection.

3.7.2 Qualitative data analysis

Data obtained was majorly scrutinized using content analysis because, it is useful in determining the suitability of the information, credibility, usefulness and consistency (Muganda & Muganda, 2003). Content analysis enabled the researcher to recognize themes, prejudices, and meanings (Berg, 2009).in line with the emergent variables from each question in the interview guide and discussions, the data was categorized. In order to boost data validity, all data sources were triangulated during the study, and a report was then created. By focusing on interpreting and meaningfully summarizing the subjects and themes that are apparent in the contents of

communications when placed against the research objectives of the study, the researcher carried out a qualitative content analysis.

3.8 Ethical consideration

Prior to the study, the researcher made it clear that participation would be entirely voluntary and based on informed permission. The responders had a thorough understanding of the study's goals. Participants were advised that they might opt not to respond to any questions if doing so made them uncomfortable. Individual respondents were instructed not to write their names on the surveys in order to maintain anonymity and confidentiality. This procedure further made sure that the study did not violate the behavioral standards set by the organizations that were the subject of the investigation. No one was harmed by the usage of the data and information collected. Additionally, results were reported completely and honestly, without purposefully misrepresenting any comments provided or misleading readers and researchers interested in.

3.9 Limitations of the Study

The scholar employed the questionnaire survey as the main data collection method. Although self-administered questionnaires have numerous advantages, their structured nature makes them rigid. However, the researcher ensured a high response rate by personally reaching out to the tutors in the selected private P.T.Cs. The researcher used a sample to represent both the accessible as well as target populations of the study. Sampling possesses methodological challenges that relate to sampling error. However, the main defendants of the research study were obtained using simple random sampling, which a probability is sampling techniques that offer the respondents equal chances to take part in the study. The cost for collecting data was also not friendly in terms of transport to colleges, stationary for the instruments and the general production of the dissertation, but the researcher found ways of getting funds to accomplish these tasks.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, outcomes from the field are presented, analyzed and interpreted under three major sections. In the first sections, descriptive data analysis is presented. Section two contains comparative data analysis. In section three, correlative data is presented and analyzed.

4.1 Response Rate

For quantitative data, a sum of 103 questionnaires were given to tutors. The researcher encouraged all respondents to answer all the questions within a period of two weeks. Presented in Table 4.1 is the response rate for the study.

Table 4.1: Response Rate

	Tutors	
	Frequency	Percent
Questionnaires Distributed	103	100
Questionnaires Returned	92	90.2

As indicated in Table 4.1, there was a generally high response rate for tutors (90.2%). This high response rate was got because the researcher followed up the respondents throughout the time for data collection. The response rate was deemed to be very sufficient as it was above the threshold value of 50% as recommended by Mugenda and Mugenda (2003).

4.1.1 Gender

The researcher asked the respondents to specify their gender. Table 4.2 below displays the results of gender distribution of participants.

Table 4.2: Gender Distribution of the Respondents

Gender	Frequency	Percent
Male	50	54.3
Female	42	45.7
Total	92	100

The results in Table 4.2 above indicate that more than half (54.3%) of the respondents were male whereas the female respondents accounted for only 45.7%. This means that the male tutors in private PTC could be more than their female counterparts. This is in line with the overall national trend of more male teachers in upper levels of education than the female teachers. **4.2.2**

Age

The respondents also indicated age categories to which they belong. Table 4.3 is a summary of age distribution of participants.

Table 4.3: Distribution of the Respondents according to Age.

Age	Frequency	Percent
Below 30years	6	6.5
sss30 -39 years	28	30.4
40-50 years	48	52.2
51 and above years	10	10.9
Total	92	100.0

As shown in Table 4.3, most of the participants accounting for 52.2% were between 40-50 years. They were trailed by those participants in age brackets of 30-39 years and 51 and beyond years who accounted for 30.4% and 10.9 % respectively. Only 6.5% of the teacher respondents were below 30 years. From the above statistics, the cumulative percentage of tutors below 50 years

is 89.1% - beyond three quarters of the total respondents. This implies that the private PTCs have both youthful and mature enough teaching force that can be easily adapted to any working environment.

4.2.3 Highest Level of Education

The participants were also asked to specify their highest education level attained, the outcomes thereof are presented in Table 4.4

Table 4. 4: Distribution of Respondents by Highest Level of Education Attained

Highest level	Frequency	Percent
Diploma	19	20.7
Degree	53	57.6
Masters	20	21.7
Total	92	100.0

From Table 4.4 it is observed that most respondents were degree holders followed by Masters holders and diploma holders, in that order. More than half of the respondents (57.6%) were degree holders while the Master’s degree accounted for 21.7% and 20.7% respondents indicated having diploma holders as the highest level of qualification. Only 79.3% of the respondents had the qualifications required for teaching at the PTC as per the government policy. This means that there are recruitment gaps that some of the private PTCs haven’t address to enhance tutor performance.

4.2.4 Respondents’ number of years of teaching with current employer

The researcher was also interested in getting the number of years of teaching experience from the respondents; the findings thereof are summarized in Table 4.5.

Table 4.5: Distribution of Respondents by Teaching Experience in current P.T.Cs

Category	Frequency	Percent
below 5years	24	26.1
6-10years	30	32.6
11- 15 years	18	19.6
16- 20 years	9	9.8
over 20years	11	12.0
Total	92	100.0

Table 4.5 above indicates that most of the respondents accounting for the cumulative percentage of 73.9 % of the total respondents had a teaching experience with their current employers of at least six years. The 26.1 % of the respondents had five or less teaching years with their current employers. This infers that most of the respondents in this study had a substantial teaching experience in the same working stations, are well conversant and influenced by the prevailing working environment and could thus have been adaptive in the working conditions varying forms over a long period of time. Therefore, they could provide sufficient and dependable information.

For qualitative data, the anticipated number of respondents was three tutors, three directors of studies and four principals were considered for interviews. I interviewed the respondents from selected colleges giving a response rate of 100%. I coded as T1, T2, T3, then DD1, DD2, DD3 and P1, P2, P3, P4, respectively.

4.3 Descriptive Analysis of Dependent Variable (Tutors' Performance)

Both quantitative and qualitative analysis of tutors' performance were done. Under quantitative analysis, the investigator asked the main respondents (tutors) to do a self-rating on their own

Performance on a total of 10 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are given in Tables 4.6. Qualitatively, in order to get an understanding of how tutors performed their duties, interviews were carried out with some participants. These included three tutors, three Directors of studies and four Principals, who were coded as T1, T2, T3, DD1, DD2, DD3, P1, P2, P3, and P4 respectively. In particular, they were asked to supply responses on tutors' performance in terms of arrival time at the college, lesson preparation and teaching, assessment and supervision of students and then involvement in other college activities.

Table 4.6: Descriptive Statistics on Tutors' performance

STATEMENT		SD	D	N	A	SA	Mean	SD
Tutors come very early to the college	Freq	14	16	10	36	16	3.26	1.350
	%	15.2	17.4	10.9	39.1	17.4		
There is regular marking of tests and feedback to students	Freq	9	22	12	36	13	3.24	1.244
	%	9.8	23.9	13.0	39.1	14.1		
Tutors always come with lesson plans to class	Freq	15	17	15	31	14	3.13	1.336
	%	16.3	18.5	16.3	33.7	15.2		
Tutors actively participate in co-curricular activities	Freq	8	23	11	38	12	3.25	1.219
	%	8.7	25.0	12.0	41.3	13.0		
	Freq	7	20	18	31	16	3.32	1.213

There is regular testing and examination of students	%	7.6	21.7	19.6	33.7	17.4		
Tutors supervise all college activities including school practice	Freq	7	19	16	33	17	3.37	1.220
	%	7.6	20.7	17.4	35.9	18.5		
There is regular attendance to classes/ lessons by tutors	Freq	6	18	23	34	11	3.35	1.171
	%	6.5	19.6	25.0	37.0	12.0		
Tutors are effective in maintenance of students' discipline	Freq	8	14	22	34	14	3.39	1.148
	%	8.7	15.2	23.9	37.0	15.2		
The turn up of tutors for staff meetings is high	Freq	7	17	18	34	16	3.38	1.194
	%	7.6	18.5	19.6	37.0	17.4		
There is regular attendance to extra lessons	Freq	6	18	23	34	11	3.28	1.113
	%	6.5	19.6	25.0	37.0	12.0		

In regard to the rating of tutors' performance in the selected private PTC in central region, respondents indicated average agreement. This is generally indicated by mean values of all statements in this scale being above 3. However, the respondent generally expressed divergent views about all statements as indicated by high standard deviation values of all statement being above one. This could imply that not all tutors are performing as expected in some of the private PTCs in central region. To begin with the researcher sought to know if tutors arrive early at the colleges. Though, cumulatively there was agreement (67.4%) to the statement that Tutors come very early to the college, (32.6%) of the respondents disagreed (Mean=3.26, SD=1.350). These

statistics are in agreement with the interviews response of T1, T3, DD2, DD3, P1, P2, and P4 that acknowledged that most of the tutors arrive early enough at the colleges. For example, DD1 remarked *“almost three quarters of the tutor arrive so early in the morning to teach the students”* This implies that some tutors come late to the colleges.

In regard to assessment of learners, cumulatively, 66.2% of the participants agreed to the statement that there was regular assessing of tests and feedback to students in the colleges though 33.8% of the respondents disagreed (Mean=3.24, SD=1.244). More so cumulatively 70.7% of the defendants agreed that there was regular testing and examination of students, 29.3% of the respondents disagreed (Mean=3.13, SD=1.336). The statistics above are in agreement with the interview responses of T1, T2, DD2, DD3, P1, and P3 that acknowledged that several tutor regularly assess student through class exercises, tests and examinations. In particular, P3 said *“Most tutors take students’ assessment seriously. They regularly subject students to tests.”* This implies that some tutors do not subjects tests / examinations to students as expected by the colleges.

When asked about lesson preparation and actual teaching of students; cumulatively, 65.2% of the participants agreed to the statement that Tutors normally come with lesson plans to class, 34.8% of the defendants disagreed (Mean=3.25, SD=1.219); and 74% agreed that there was regular attendance to classes/ lessons by tutors though 26% disagreed (Mean=3.32, SD=1.213). More so; cumulatively, 74% of the respondents agreed that there is regular attendance to extra lessons while 26% of the respondents disagreed (Mean=3.37, SD=1.220). In agreement T1, T2, T3, DD1, DD2, DD3, P3, and P4 consented that majority of the tutors have lesson plans and schemes of work and attend to all classes as time tabled, however, DD2 remarked that *“while as several tutors use old schemes of work and lesson plan, others do not actually come with any lesson plan- which has remain a big obstacle to good performance”* .This could imply that though a good number of tutors are putting an extra effort to enhance good performance of the

colleges at large, numbers of tutors in the PTCs do not prepare lesson plans prior to teaching and therefore dodge lesson thus poor performance.

The researcher sought to know rate of activity tutors' involvement in the colleges and asked the respondents rate themselves in regard to co- curricular activities, school practice and staff meetings. In response, cumulatively, 66.3% of the respondents agreed that Tutors actively participate in co-curricular activities though 33.7% of respondents disagreed (Mean=3.35, SD=1.171); cumulatively, 71.8% agreed that tutors supervise all college activities including school practice while 28.2% disagreed (Mean=3.39, SD=1.148) and 74% of the plaintiffs agreed that the attendance of tutors for staff meetings is high while 26% of the respondents disagreed (Mean= 3.38, SD=1.194). In agreement, T1, T3, DD2, DD3, P1, P2, and P4 acknowledge that several tutors participate in the other college activities like the school practice supervision, some co-curricular activities and also turn up for meeting. However, in particular T2 remarked that *“the overwhelming academic time table has made it impossible for a good number of tutors to participate in the co- curricular activities.”* This implies some tutors are of the habit of dodging co-curricular activities, school practice activities and meeting which attributes to poor tutor performance.

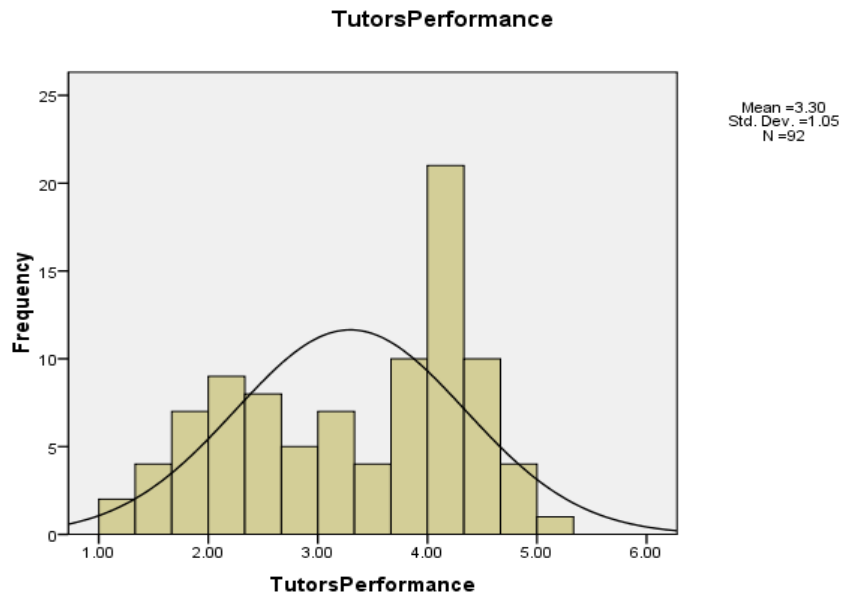
Lastly Above three quarters of the respondents cumulatively (76.1%) agreed that tutors are effective in maintenance of students' discipline though 23.9% of the respondents disagreed (Mean=3.28, SD=1.113). This could suggest that some tutors do not enforce discipline of students.

4.3.1 Overall Index on Tutor Performance

To determine the overall representation of how the participants ranked themselves on tutor performance, an average index of 10 items of tutors' performance were computed by the

researcher as $TP = (TP1 + TP2 + TP3 + TP4 + TP5 + TP6 + TP7 + TP8 + TP9 + TP10) / 10$ then drew the histogram as seen in Figure 4.1.

Figure 4. 1: Overall Distribution of Responses on Teacher Performance



The results in Figure 4.1 depict a moderate mean = 3.3 which indicate that tutors fairly agreed that their performance was moderate though the high standard deviation (1.05) which indicates that tutors have divergent views about their own performance. Furthermore, the curve in the figure showing normality, it was inferred that the results on tutors’ performance were normally distributed. Thus, data could be presented to correlation and suitable outcomes obtained.

Overall, in regard to rating of tutors’ performance in selected private PTCs in central region, the respondents indicated fair agreement which is generally indicated by the mean values of all statements being below 3.5. However, the respondents generally expressed divergent views about all statements as indicated by the high standard deviation values of all statements being above one.

4.5 Findings According to the Objectives of the Study.

The following research objectives guided the study; to analyze the relationship between supervisor supports and tutors' performance; to examine the relationship between physical work environments and tutor's performance; and thirdly to assess the relationship between performance review feedback and tutors' performance in Private Primary Teachers' Colleges, the scholar presents the outcomes of the research study in comparison to the above three objectives that guided the research study, in this section.

4.5.1 Objective one: Relationship between Supervisor Supports and Tutor's

Performance

The first objective of the study was to analyze the relationship between supervisor supports and tutors' performance in Private Primary Teachers' Colleges. Through the guide of this objective, the scholar wanted to find out the level of supervisor supports in the nominated private PTCs in the Central Region and how it relates with the performance of tutors in the Private PTCs. Both quantitative and qualitative analysis of supervisor support was done. Under quantitative analysis, the researcher asked the main respondents (tutors) to carry out a self-rating on the variable of supervisor supports on a total of 6 statements, which were based on a 5-point Likert scale that ranged from strongly, agree to strongly disagree in a set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are presented in Tables 4.7. On the qualitative side, in order for us to understand the relationship between supervisors supports and tutors performance, interviews were carried out with some participants. These included three tutors, three Directors of studies and four Principals, who were coded as T1, T2, T3, DD1, DD2, DD3, P1, P2, P3, and P4 respectively. In particular, they were asked to supply responses on how supervisor supports relates with tutor performance and also how supervisor support affects the performance of tutors.

Table 4.7: Descriptive Statistics on supervisor support

STATEMENT		SD	D	N	A	SA	Mean	SD
Supportive relationship with supervisors leads to job commitment	Freq	4	3	7	39	39	4.15	1.005
	%	4.3	3.3	7.6	42.4	42.4		
Supervisor's involvement in training programs increase tutor performance	Freq	2	7	4	43	36	4.13	.963
	%	2.2	7.6	4.3	46.7	39.1		
Advocacy roles by director of studies improve tutors' job commitment	Freq	3	5	6	44	34	4.10	.973
	%	3.3	5.4	6.5	47.8	37.0		
Good working relationships with the principal increase tutor retention	Freq	2	7	7	35	41	4.15	1.005
	%	2.2	7.6	7.6	38.0	44.6		
Regular supervision improve timely release of students' marks by tutors	Freq	2	7	8	39	36	4.09	.991
	%	2.2	7.6	8.7	42.4	39.1		
support supervision increases tutor competence	Freq	2	6	11	33	40	4.12	1.004
	%	2.2	6.5	12.0	35.9	43.5		

In regard to the rating to supervisor support as one of the elements of working environment the selected private PTC in central region, the respondent generally expressed divergent views about all statements as indicated by high standard deviation values of all statement being above one. The respondents also expressed strong agreement. This is generally indicated by mean values of all statements in this scale being above 4.

To begin with the researcher sought to establish how superior- subordinates relationships relates with tutor performance where- cumulatively 92.4% of the respondents agreed that Supportive relationship with supervisors leads to job commitment of the tutors, though 7.6% respondents disagreed (Mean=4.15, SD= 1.005). More so, cumulatively 90.2% of the defendants agreed that Good working relationships with the principal increase tutor retention while 9.8% respondents disagreed (Mean=4.15, SD=1.005). These responses were in agreement T1, T3, DD1, DD2, DD3, P1, P2, P3, and P4 who observed that supervisor supports positively relates and affects with tutor performance. In particular, DD1 said “Supervisor support is an act of team work that makes it possible for both the superiors and subordinates to achieve the college targets”.

The investigator also desired to find out the nature of supervisors support in the colleges and how it affects tutors’ performance. In response cumulatively 90.1% of the respondent agreed the statement that supervisor’s involvement in training programs increase tutor performance though 9.9% of the respondents disagreed (Mean= 4.13, SD=.963). In addition cumulatively 91.3% of respondents agreed that advocacy roles by director of studies improve tutors' job commitment though 8.7% of the respondents disagreed (Mean= 4.10, SD=.973).

The researcher further wished to know how supervisor support affected the tutor performance and in response cumulatively 90.1% Of the respondents agreed to the statement that regular supervision improve timely release of students' marks by tutors, though 9.9% respondents disagreed (Mean= 4.09, SD= .991).

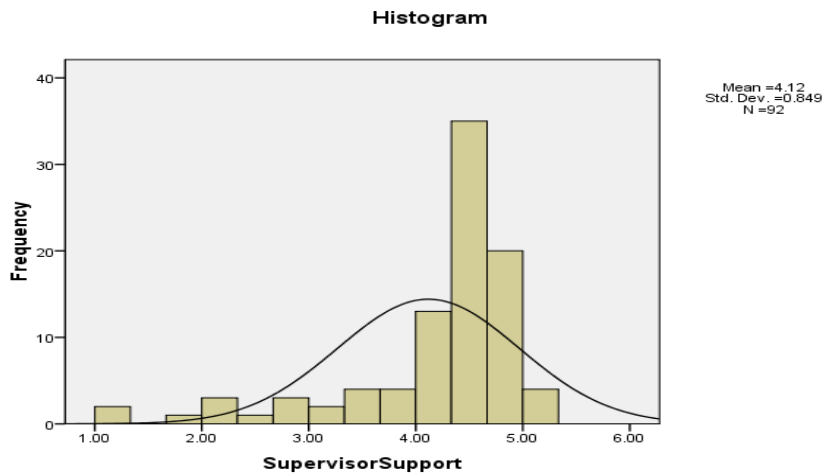
Lastly the scholar wished to establish the general impact of supervisor support on the tutors and in response cumulatively 91.4 % agreed to the statement that support supervision increases tutor competence though 8.6% of the respondents disagreed (Mean=4.12, SD= 1.004) these are in agreement with the responses of T1, T3, DD1, DD2. DD3, P2, P2, P3, and P4, for example, in an interview, T3 said that “Supervisor support helps me to focus on my work and become more

productive.” This implies that supervisor support a vital factor to tutor performance in the private PTCs in the central region.

4.5.1.1 Overall Index on Supervisor Support

To obtain the overall representation of how the plaintiffs rated themselves on tutor performance, an aggregate index of the 6 items of Supervisor support were computed by the researcher as $SS = (SS1 + SS2 + SS3 + SS4 + SS5 + SS6) / 6$ then drew the histogram as shown in Figure 4.2.

Figure 4.2: Overall Distribution of Responses on Tutor Performance



The results in Figure 4.2 show a high mean = 4.12 which indicate that tutors agreed that their supervisor support was high and the high standard deviation was tending towards 1 (0.849) indicates that tutors had low deviations in their views about supervisor support since the standard deviation was less than one. Further, the curve in the figure showing normality, it was inferred that the results on supervisor support were normally distributed. Thus, data on supervisor support could be presented to correlation and suitable outcomes obtained. Generally, the respondents expressed agreement to all statements on supervisor support as indicated by the overall mean value being above 4 (4.12).this indicates that supervisor support was highly carried out in the different private Primary Teachers Colleges of central region and that there was no much difference in the tutors’ views from the average.

4.5.1.2 First Hypothesis Testing: Supervisor support and Tutors’ Performance

Hypothesis one stated “There is no statistically significant relationship amid supervisor support and tutor performance in private Primary Teachers’ Colleges”. The alternative hypothesis “There is a statistically significant relationship amid supervisor support and tutor’s performance in Private Primary Teachers’ Colleges”. For purposes of testing this hypothesis, the aggregated measure of supervisor support was correlated with that of tutors’ performance using Pearson Product Moment Correlation (PPMC) test. The test was conducted using an alpha value of $\alpha = 0.05$ (Correlation significant at the 5%). The outcomes of the test are shown in table 4.8.

Table 4.8: Model Table for Hypothesis One

		Supervisor Support	Tutors’ Performance
supervisor support	Pearson Correlation	1	.298**
	Sig. (2-tailed)		.004
	N	92	92
Tutors’ Performance	Pearson Correlation	.298**	1
	Sig. (2-tailed)	.004	
	N	92	92

** . Correlation is significant at the 0.05 level (2-tailed).

From the table 4.8 above, the Pearson Correlation between supervisor support and tutors’ performance was ($r = 0.298, p =, 0.004$) which is positive and is statistically significant ($p < 0.05$). Thus, the relationship between supervisor support and tutors’ performance is positive and statistically significant. Consequently, the null hypothesis was nullified and the alternative hypothesis that stated that “There is a statistically significant correlation amid supervisor support and tutor’s performance in Private Primary Teachers’ Colleges” was upheld.

4.5.2 Objective two: Relationship between physical work environments and Tutor’s Performance

The objective two of the study was to assess the relationship between physical work environments and tutors’ performance in Private Primary Teachers’ Colleges. Through the guide of this objective, the scholar sought to find out the level at which physical work environments relates with the performance of tutors in the Private PTCs. Both quantitative and qualitative analysis of physical work environments was done. Under quantitative analysis, the researcher asked the main respondents (tutors) to do a self-rating on the variable on physical work environments on a total of 6 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are presented in Tables 4.13. On the qualitative side, in order to understand the relationship between physical work environments and tutors performance, interviews were carried out with some participants. These included 3 tutors, 3 Directors of studies and 4 Principals, who were coded as T1, T2, T3, DD1, DD2, DD3, P1, P2, P3, and P4 respectively. In particular, they were asked to supply responses on how physical work environments relates with tutor performance and also how physical work environments affect the performance of tutors.

Table 4.9: Descriptive Statistics on physical Work Environments

STATEMENT		SD	D	N	A	SA	Mean	SD
Good office facilities help tutors fit in the place of work	Freq	2	7	7	35	41	4.09	.945
	%	2.2	7.6	7.6	38.0	44.6		
Open plan offices facilitates timely task completion	Freq	2	5	10	46	29	4.03	.919
	%	2.2	5.4	10.9	50.0	31.5		
	Freq	2	5	12	45	28	4.00	.926

physical office setting and culture improve job satisfaction	%	2.2	5.4	13.0	48.9	30.4		
Job profile facilitates tutors' task completion	Freq	2	7	17	36	30	3.92	1.008
	%	2.2	7.6	18.5	39.1	32.6		
Good room temperature helps reduce work stress among the tutors	Freq	3	6	17	38	28	3.89	1.021
	%	3.3	6.5	18.5	41.3	30.4		
Well-furnished offices facilitates students' assessment	Freq	2	6	21	38	25	3.85	.971
	%	2.2	6.5	22.8	41.3	27.2		
Favorable policies reduce complaints and absenteeism among tutors	Freq	2	7	11	42	30	3.99	.978
	%	2.2	7.6	12.0	45.7	32.6		

In regard to the rating to physical work environments as one of the elements of working environment in the selected private PTCs in central region, the respondent generally expressed divergent views about all statements as indicated by high standard deviation values of most of the statements tending toward 1 and above 1. The respondents also expressed strong agreement on average. This is generally indicated by mean values of all statements in this scale being above 3.

First the researcher wished to know if office facilities relate with tutor performance in the selected private PTCs- where cumulatively 90.2% respondents asserted in agreement to statement that good office facilities help tutors fit in the place of work while 9.8% respondents disagreed (Mean=4.09, SD=.945). Cumulatively 92.4% respondents also agreed to the statement that open plan offices facilitates timely task completion, while 7.6% respondents disagreed (Mean=4.03, SD=.919). Relatedly, cumulatively 92.3% of the respondents agreed that physical office setting and culture improve job satisfaction while 7.7% respondents disagreed (Mean=4.00, SD=.926). In addition cumulatively 90.2% respondents agreed that good room temperature helps reduce work stress amongst the tutors though 9.8% respondents disagreed

(Mean=3.89, SD=1.021). More still cumulatively 84% respondents agreed that well-furnished offices facilitates students' assessment, however, 16% respondents disagreed (Mean=3.85, SD=.971). Furthermore, the interview response of T1, T3, DD1, DD2, DD3, P2, P3, P4 indicated that the good physical working environment is a vital facilitator of tutor performance. In particular, T1 said that “I am more effective and efficient while executing my duties in a good physical working environment, for example a spacious office has enabled me to work with groups of students rather than individual during consultation time.”

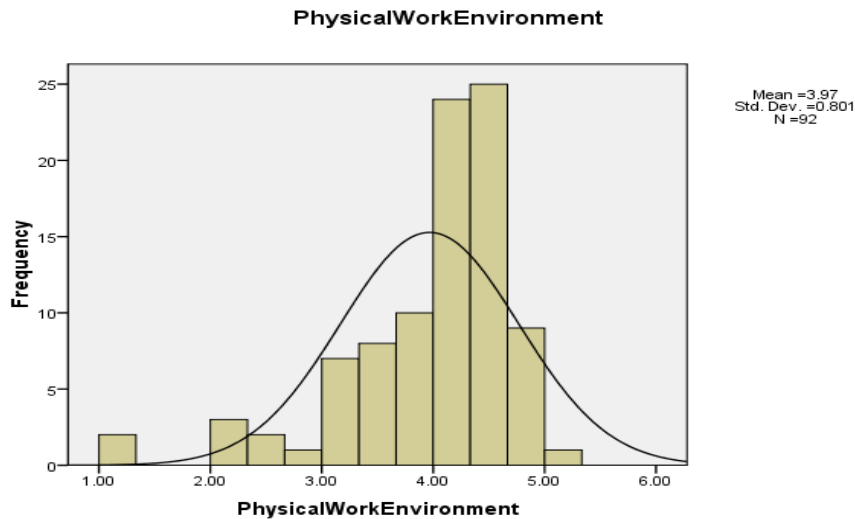
P2 also asserted “one cannot expect good tutor performance in a bad working environment and as administration we do our best to provide a good and conducive physical work environment as a way of fostering good performance for tutors, and the entire college at large.”

The researcher also asked the respondents to rate job profile and working policies as elements of physical working environment in relation to tutors' performance. In response, cumulatively 90.2% respondents agreed that job profile facilitates tutors' task completion though 9.8% respondents disagreed (Mean=3.92, SD=1.008). Similarly, cumulatively 90.2% respondents agreed that favorable policies reduce complaints and absenteeism amongst tutors however, 9.8% respondents disagreed (Mean= 3.99, SD= .978). In agreement, during the interview DD3 said “a good physical environment has made it possible to make the teaching learning process for not only the tutor but also for the students meaningful.” This indicated that physical work environment is also a vital factor to tutor performance in the private PTCs in the central region.

4.5.2.1 Overall Index on Physical work environment

To establish the overall representation of how the plaintiffs rated themselves on Physical work environment, an aggregate index of the 7 items of tutors' performance were computed by the researcher as $PWE = (PWE1 + PWE2 + PWE3 + PWE4 + PWE5 + PWE6 + PWE7) / 7$ then drew the histogram as presented in Figure 4.3

Figure 4.3: Overall Distribution of Responses on Physical work environment



The results in Figure 4.3 show a high mean = 3.97 which indicate that tutors agreed that their physical work environment was high and the standard deviation was high tending towards 1 (0.801) indicated that tutors had no much differences from the average in their views about physical work environment. Further, the curve in the figure showing normality, it was inferred that the results on their physical work environments were normally distributed. Thus, the research data on physical work environment could be subjected to correlation and suitable results obtained. Generally, the respondents expressed agreement to all statements on physical work environment as indicated by the overall mean value being above 3.5 (3.97).this indicates that private Primary Teachers Colleges have the required physical work environment and that tutors had low deviations in their views about all statements on physical work environment.

4.5.2.1 Second Hypothesis Testing: Physical Work Environments and Tutors' Performance

The second hypothesis of the study was “There is no statistically significant relationship between physical work environment and tutor’s performance in Private Primary Teachers’ Colleges”. “There is a statistically significant relationship between physical work environment and tutor’s performance in Private Primary Teachers’ Colleges”. For purposes of testing this hypothesis, the aggregated measure of physical work environment was correlated with that of

tutors’ performance using Pearson Product Moment Correlation (PPMC) test. The test was conducted using an alpha value of $\alpha = 0.05$ (Correlation significant at the 5%). The outcomes of the test are displayed in table 4.10.

Table 4.10: Model Table for Hypothesis Two

		Physical Environment	Work Tutors’ Performance
Physical work	Pearson Correlation	1	.258*
Environment	Sig. (2-tailed)		.013
	N	92	92
Tutors’	Pearson Correlation	.258*	1
Performance	Sig. (2-tailed)	.013	
	N	92	92

****.** Correlation is significant at the 0.05 level (2-tailed).

From the table 4.10above, the Pearson Correlation between physical work environment and tutors’ performance was ($r = 0.258, p =, 0.013$) which is positive and is statistically significant ($p < 0.05$). Thus, the relationship between physical work environments and tutors’ performance is positive and statistically significant. Thus the null hypothesis got nullified and the alternative hypothesis which stated; “There is a statistically significant correlation between physical work environment and tutor’s performance in Private Primary Teachers’ Colleges” was upheld.

4.5.3 Objective three: Relationship between performance review feedback and Tutor’s Performance

Objective three of the study was to assess the relationship between performance review feedback and tutors’ performance in Private Primary Teachers’ Colleges. Through the guide of this objective, the investigator sought to find out the level at which performance review feedback

relates with the performance of tutors in the Private PTCs. Both quantitative and qualitative analysis of performance review feedback was done. Under quantitative analysis, the scholar asked the main respondents (tutors) to do a self-rating on the variable of performance review feedback on a total of 6 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are presented in Tables 4.15. On the qualitative side, for one to understand the relationship between performance review feedback and tutors performance, interviews were carried out with some participants. These included 3 tutors, 3 Directors of studies and 4 Principals, who were coded as T1, T2, T3, DD1, DD2, DD3, P1, P2, P3, and P4 respectively. In particular, they were asked to supply responses on how performance review feedback relates with tutor performance and also how performance review feedback affects the performance of tutors.

Table 4. 11: Descriptive Statistics on Performance Feedback

STATEMENT		SD	D	N	A	SA	Mea n	SD
Performance review feedback helps tutors to improve and consolidate their work	Freq	2	5	14	36	35	4.05	.976
	%	2.2	5.4	15.2	39.1	38.0		
The institution finds it easy to share positive and adequate feedback regarding performance	Freq	2	10	10	40	30	3.93	1.036
	%	2.2	10.9	10.9	43.5	32.6		
Regular staff briefings help reduce errors among tutors	Freq	2	7	15	39	29	3.93	.992
	%	2.2	7.6	16.3	42.4	31.5		
The institution rarely criticizes poor tutor performance	Freq	11	18	18	25	20	3.27	1.33
	%	12.0	19.6	19.6	27.2	21.7		
Proper information flow facilitates tutor job satisfaction	Freq	5	9	14	42	22	3.73	1.10
	%	5.4	9.8	15.2	45.7	23.9		

Timely feedback leads to proper decision making	Freq	10	14	38	28	0	3.87	1.040
	%	10.9	15.2	41.3	30.4	0		

In regard to the rating to Performance review feedback as one of the elements of working environment in the selected private PTCs in central region, the respondent generally expressed divergent views about all statements as indicated by high standard deviation values of most statement tending toward 1 and one statement is above 1. The respondents also expressed average agreement. This is generally indicated by mean values of all statements in this scale being above 3.

To begin with the researcher wished to know how Performance reviews feedback is helpful to the tutors- where cumulatively 92.4% respondents agreed that Performance review feedback helps tutors to improve and consolidate their work though 7.6% respondents disagreed. (Mean= 4.05, SD= .976). This is in agreement with the interview responses of T3, DD1, DD2, DD3, P1, P2, and P3 who indicated that promotes improvement of tutor's performance. In particular, P1 said *"Performance review feedback to tutors has continually helped tutors to understand their weak areas and to improve on them for better performance."*

Second, the researcher asked the respondents whether /not the institutions share with ease positive and adequate feedback concerning performance and cumulatively 86.9% respondents agreed that the institutions easily share positive and acceptable feedback regarding output, however, 13.1% respondents disagreed (Mean=3.93, SD=1.036). More so, cumulatively 90.2% respondents agreed that regular staff briefings help reduce errors among tutors though 9.8% disagreed (Mean=3.93, SD=.992).

The researcher wished to know the nature of performance given in case of poor performance and cumulatively 68.4% respondents agreed that the institution rarely criticizes poor tutor performance, however, 31.6% respondents disagreed (Mean=3.27, SD=1.33) More so cumulatively 84.8% of the respondents agreed that proper information flow facilitates tutor job

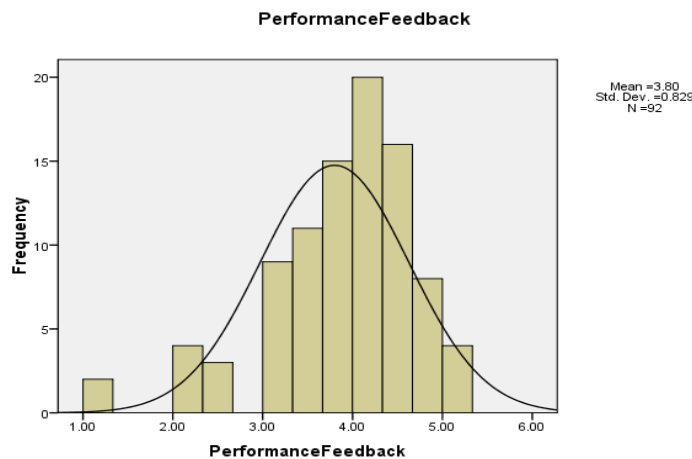
satisfaction while 15.2% respondents disagreed (Mean=3.73, SD=1.10). Lastly, while as cumulatively 73.9% respondents agreed that timely feedback leads to proper decision making, 26.1% respondents disagreed (Mean=3.87, SD= 1.040).

In agreement with the 31.6%, the 15.2% and 26.1% respondents who disagreed with the statements that respondents agreed that the institution rarely criticizes poor tutor performance, proper information flow facilitates tutor job satisfaction and timely feedback leads to proper decision making respectively, during the interviews T1, and T2 indicated that some Performance review feedback is proper. In particular T2 said *“Performance review feedback is meant to encourage tutor performance in the positive direction, however, several times we subordinates receive inhuman Performance review feedback from our superiors.”* This implies there is need to improve on the nature of Performance review feedback given to the tutors in some of the private PTCs in the central region.

4.5.3.1 Overall Index on Performance Feedback

To obtain the overall representation of how the participants rated themselves on performance feedback, an aggregate index of the 6 items of performance review feedback were computed by the researcher as $PF = (PF1 + PF2 + PF3 + PF4 + PF5 + PF6) / 10$ then drew the histogram as shown in Fig. 4.4.

Figure 4. 4: Overall Distribution of Responses on Performance Feedback



The results in Figure 4.4 show a high mean = 3.8 which indicate that tutors agreed that their performance review feedback was high and the standard deviation was less than 1 (0.829) which indicates that tutors views about performance review feedback had low deviations, low dispersion and therefore not much difference from the average. Further, the curve in the figure showing normality, it was inferred that the results on performance review feedback were normally distributed. Thus, data on performance review feedback could be subjected to relationship and suitable outcomes obtained. The respondents generally expressed average agreement since the overall mean value is above 3.5. The respondents generally expressed no much difference from the average agreement in their views about all statements as indicated by the overall standard deviation value (0.829) which is less than one. This indicates that private Primary Teachers' Colleges gives performance review feedback to tutors to high levels and that tutors expressed low dispersion in their views on performance feedback.

4.5.3.2 Third Hypothesis Testing: Performance review feedback and Tutors' Performance

The third hypothesis was “There is a statistically significant relationship amid performance review feedback and tutor’s performance in Private Primary Teachers Colleges”. “There is no statistically significant relationship amid performance review feedback and tutors’ performance”. For purposes of testing this hypothesis, the aggregated measure of performance review feedback was correlated with that of tutors’ performance using Pearson Product Moment Correlation (PPMC) test. The test was conducted using an alpha value of $\alpha = 0.05$ (Correlation significant at the 5%). The results of the test are shown in table 4.12.

Table 4.12: Model Table for Hypothesis Three

		Performance Feedback	Tutors' Performance
Performance Feedback	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	92	92
	Pearson Correlation	.527**	1

Tutors'	Sig. (2-tailed)	.000	
Performance	N	92	92

** . Correlation is significant at the 0.05 level (2-tailed).

From the table above, the Pearson Correlation between performance review feedback and tutors' performance was ($r = 0.527$, $p =, 0.000$) which is positive and is statistically significant ($p < 0.05$). Thus, the relationship between performance review feedback and tutors' performance is positive and statistically significant. Thus the null hypothesis got nullified and the alternative hypothesis that stated that "There is a statistically significant correlation amid performance review feedback and tutor's performance in Private Primary Teachers' Colleges" was upheld.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Discussion, conclusions and recommendations are presented in this chapter. The discussion is presented in the first section according to the objectives of the study. The conclusions are presented in the second section according to the objectives of the study. The recommendations are presented in the third section, also in accordance with the objectives of the study.

5.1 Discussion of Findings

5.1.1 Tutors' performance

Since, the problem of this study was the low tutor performance that have been reported especially in private PTCs in central region, the researcher asked the 103 respondents selected from seven different privates PTCs to rate tutors performance and output.

The established that tutors self-rated their performance moderately as indicated by mean values of all statements being above three though the standard deviation was above one. Therefore, this

infers that there is still need to improve tutors' performance in all Private PTCs in Central Region of Uganda.

5.1.3 Supervisor Support and Tutors' Performance

The main finding in regards to objective one of the research study is that *there is a statistically significant positive relationship between supervisor support and tutor's performance*. The implication of this relationship is that tutor's performance improves with an improvement in the supervisor support as a vital element of working environment in the private PTCs. For example the director of studies in one of the private P.T.Cs in central region of Uganda receives approved schemes of work from tutors, he goes ahead to follow up the tutors' attendance to time tabled lessons, tutors assessment of procedures for teacher trainees and methods of instructional delivery. This leads to improved regularity to in attendance to duty, timely planning and instructional delivery and assessment of learners. A director of studies from one of the selected private PTCs coded DD1 said "supervisor support is an act of team work that makes it possible for both the supervisors and subordinates to achieve the college targets". These results concur with the research outcomes of the previous researchers; for example, Ranjan et al (2017) and Aslam (2018) whose studies examined, the impact of supervisors on teacher performance: A Case of Indian Education Sector, Patna Region revealed that; work place supervisor support has a positive and statistically significant effect on performance and the influence of supervisor support on performance in education sector Pakistan respectively, found out that supervisor support has positive and statistically significant impact on performance out comes.

In addition, these findings also agree with Ravi (2017) who did a study on the impact of supervisor support on the performance of instructors in sirpurm, and established that supervisor support has a positive effect on the performance of instructors. Just like Ravi (2017), this study is therefore in tandem with Ajayi *et al.* (2016) who argued that supervisor support plays a significant role in influencing tutor behavior and work performance because they are the first

line managers who have the responsibilities of leading the subordinates in their group task and the groups in the organizations.

Furthermore, as indicated in table 4.7, the findings of this study show that the advocacy roles by director of studies improve tutors' job commitment in the private PTCs. The director of studies in the selected PTCs observed that areas which need improvement among tutors in selected private PTCS in central region of Uganda, are improved with the support of the principal plan and organizing CPD on such areas such as about lesson preparation (schemes of work and lesson planning) and assessment. Such CPDs and workshops make tutors acquainted with more skills and knowledge about their gaps hence improvement on tutors job commitment and therefore timely task completion, improved planning and instructional delivery and regular attendance to duty. One of the key informants T3 from the selected private PTCs said “supervisor support helps me to focus on my work and become more productive”. This implies that supervisor support is a vital factor to tutor performance in private PTCs in the central region of Uganda- which is in tandem with, Ali (2015) who explored a research study on the influence of supervisors on the work performance of employees and found out that correctly executed supervisor’s role in training programs amplified job effectiveness in the workstation. This also aligns Birungi (2013) argued that employee professed support from their supervisor makes the employee extra committed in the organization – thereby improving on their performance.

Finally, as observed in table 4.7, the findings of this study show that supportive relationship with supervisors leads to job commitment of the most tutors. More so, Good working relationships with the principal increases tutor retention- these findings are in agreement with Naval (2016) who studied about supervisor support on performance of tutors in training institutions and found out that having supportive relationship with their immediate supervisor, made tutors to be committed which results to higher performance and satisfaction. These

findings are also similar to the findings from Khan et al.'s (2018) study on the impact of supervisor support on the behavior and satisfaction of teachers in the education sector in Pakistan that showed that supervisor support has a positive effect on behavior.

To that end, considering the fact that the outcomes of this study concur with the results of other investigators, it is therefore vital that private PTCs put emphasis on Supervisor support as one of the major elements of working environment so as to improve tutor's performance.

5.1.4 Physical Work Environment and Tutors' Performance

The main finding in regards to the second objective of the study is *that there is a statistically significant positive relationship between physical work environment and tutor's performance.*

This relationship implies that tutor's performance improves with an improvement in the physical work environment as a vital element of working environment in the private PTCs. More so as indicated in table 4.9, the study found out that good office facilities helped tutors fit in the place of work and that physical office setting and culture improved job satisfaction of most tutors. For instance one of the key informants from the selected private PTCs T1 said that “am more effective and efficient while executing my duties in a good physical working environment for example a spacious office has enabled me to work with a group of students rather than individuals during consultation.” This implies that a number of students are given tutorials at the same time resulting into timely task completion such as timely students assessment, planning and instructional delivery which amounts to improved tutor performance in private PTCs in central region of Uganda. These are outcomes line with the results of several researchers; for example, the findings of Sundstron *et al* (2014) who confirmed that tutors are largely satisfied by the presence of physical facilities at the work place.

These findings are also in agreement with Maicibi (2018) whose study on the impacts of physical work environment on performance of teachers in Tanzania and found out that the type of physical working environment in colleges involves the conditions in which tutors work affects their effectiveness. The provision of suitable working securities enlists higher commitment subsequently more and more efforts that strive for good work.

The current study also found out that good room temperature helps reduce work stress amongst the tutors as seen in table 4.9. For example a principle P2 from one of the selected PTCs asserted that “one cannot expect good tutor performance from a bad working environment and as administration we do our best to provide a good and conducive physical working environment as a way of fostering good performance for tutors and the entire college at large.” This means that temperature must be favorable enough to enable successful instruction and learning process which is a result of improved planning and instruction delivery, regular attendance to duty and timely students’ assessment. Thus good and conducive physical work environment motivate tutors improve on their performance in private PTCS in central region of Uganda– a finding which is agreement with khaled and Haneen (2017) who carried out a study on the impact of physical work environment on job output: A Case of a training institution in Jordan, 56.0% of participants thought their physical work environment was easy and calm, while 44.0% attributed the discomforts to the low temperature because they had to always wear many clothings when they arrived at work (during cold weather). The greatest percentage of participants' ranks reached 68.0% accepting that temperature affects their productivity. This is also consistent with the results of another study by Robert (2016), which demonstrated that training college staff members who relocated to a new building and had access to personal control over workplace environmental factors like temperature and task lighting displayed improved performance.

Therefore, baring the fact that the outcomes of the current study concur with the results of other researchers, it is important that private PTCs improve all aspects of physical working Environment as vital element of working environment so as to improve tutors’ performances in their institutions.

5.1.5 Performance review feedback and Tutors' Performance

The main finding from objective three of the research study is that *there is a statistically significant positive relationship between performance review feedback and tutor's performance*, (Table 4.12). This finding implies that improvement in giving performance feedback to tutors leads to improvement in tutors' performance. For instance one of the key informants P1 started "performance feedback to tutors has continually helped tutors to understand their weak areas and to improve on them for better performance." This implies that tutors gradually plan and instruct teacher trainees, regularly attend to their duties and are always on time for their different tasks when feedback is given to them through summons, regular staff briefings about areas which need improvement in private PTCs in central region of Uganda. These findings are in agreement with Aguinis (2013) who did a study on how organization manages their performance in Kenya health care center in Nairobi County and found out that performance feedback is usually meant to uplift the performance of individual workers and their team performance.

The current study also found out that Performance feedback helped tutors to improve and consolidate their work as observed from table 4.11, a finding that is in line with the finding of by Roelofsen (2016) that indicated that uplifting the performance feedback reduces complains and absenteeism while improving productivity. However, these finding are contrary to Atwebembere et al (2018) who found out that tutors were dissatisfied with feedback they got from their heads of department because some of the concerns brought forward from the feedback were not talked about before, so the status of tutor performance stayed the same. This was observed from one of the tutors T2 who stated that "performance feedback is meant to encourage tutors performance in the positive direction, however several times we subordinates receive in human feedback from our supervisors" which means that there is need to improve on the nature of feedback given to tutors in some of the private PTCs in central region of Uganda

As seen in table 4.11, the current study also found out that the institutions rarely criticized poor tutor performance while regular staff briefings helped to reduce errors among tutors. This finding is in line with Yeoh, Ho and Chan, (2012), who stressed the importance of feedback to tutors as to enable them get to know their area of strength and weakness and therefore devise means of improvement. These findings also tally with Obwogi, (2011) who argues that constructive feedback is meant to guide employees know if they are executing their jobs to the expectation of their employers and if not find better mechanism of improving their job practices. However, these findings are contrary to Murtough and Woods, (2013) who found out that most tutors were not receiving the feedback they needed to become better teachers.

To that end, baring the fact that the results of the current study concur with most the findings of other scholars, it is important to note that improving performance feedback as an element of working environment in the private PTCs leads to improved tutors' performance.

5.2 Conclusions of the Study

Basing on the key outcomes of this research study the following three conclusions are drawn grounded on the three objectives that guided the study.

Firstly, objective one of the research study concludes that, there is a statistically significant positive correlation amid supervisor support and tutor's performance in the private PTCs of Central Region.

In view of the second objective, the study concludes that there is a statistically significant positive correlation between physical working environment and tutors' performance in private PTCs of central Region.

In regard to objective three, the study accomplishes that there is a statistically significant positive correlation amid performance review feedback and tutors' performance in private PTCs in central Region.

5.3 Recommendations of the study

From the study objectives, corresponding outcomes and deductions, the researcher made the following endorsements;

- Private PTCs should make tutors' performance more productive through enforcing good advocacy roles of the director of studies and good supportive relationship between superiors and subordinates so as to enhance to job commitment of the tutors.
- Private PTCs should boost tutors' performance through deliberate continuous improvement in physical working environment; such as; physical office space and room temperature of the tutors' working environment.
- Private PTCs should consolidate tutors' performance through giving timely performance review feedback and conducting regular staff briefings to tutors. In the long run, this will help private PTCs to reduce performance errors amongst tutors during their day to day work.

5.4 Areas for further research

The scholar proposes two studies;

- i. A study to examine the correlation between external supervision support and performance of private PTCs.
- ii. A study to explore correlation between physical work environment and effectiveness of public PTCs in Uganda.

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APPENDICES

APPENDIX I: Research Questionnaire

A questionnaire to establish the relationship between working environment and tutors' performance in Private Primary Teachers' Colleges in Central Region

Dear participant,

This academic research study is envisioned to find out the relationship amid working environment and tutors' performance in Private Primary Teachers' Colleges in Central Region. The goal of this study and its conclusions are strictly academic. Please help me out by taking a moment of your valuable time to respond to the following questions. Please know that all answers will be full secret and that any responses you offer here will be handled with utmost privacy. I value your candid feedback. The questions have been divided into sections based on the objectives of the study. Section A asks about the general information about the tutors. Section B- Section asks questions on the research objectives.

SECTION A- Personal Information

Please tick the appropriate box that corresponds with your answer.

D₁ Gender

Male

Female

D₂ Age

Below 30 years

30 – 39 years

40 – 50 years

51 and above

D₃ Number of teaching years with current employer

Below 5 years

- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- Over 20 years

D4 Level of Education

- Diploma
- Degree
- Masters

INSTRUCTIONS

Please mark the number of your choice as shown in the guide for the next set of questions.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(SA)	(A)	(N)	(D)	(SD)
5	4	3	2	1

INDEPENDENT VARIABLES: WORKING ENVIRONMENT						
Section C: Supervisor Support						
No	Item Statement	SA	A	N	D	SD
SS1	Supportive relationship with supervisors lead to job commitment					
SS2	Supervisor’s involvement in training programmes increase tutor experience					

SS3	Advocacy roles by director of studies improve tutor's job commitment					
SS4	Good working relationships with the Principal increases tutor retention					
SS5	Regular supervision improves timely release of students' marks by tutors					
SS6	Support supervision increases tutor's competence					
Section D: Physical Work Environment						
PWE1	Good office facilities help tutors fit in the place of work					
PWE2	Open plan offices facilitate timely task completion					
PWE3	Physical office setting and culture improve job satisfaction					
PWE4	Job profile facilitates tutor's task completion					
PWE5	Good room temperature helps reduce stress among the tutors					
PWE6	Well-furnished offices facilitate students' assessment					
PWE7	Favourable policies reduce complaints and absenteeism among tutor					
Section E: Performance review feedback						
PF1	Performance review feedback helps tutors to improve and consolidate their work					
PF2	The institution finds it easy to share positive and adequate feedback regarding performance					
PF3	Regular staff briefings help reduce errors among tutors					
PF4	The institution rarely criticizes poor tutor performance					

PF5	Proper information flow facilitates tutor job satisfaction					
PF6	Timely feedback leads to proper decision making					
DEPENDENT VARIABLE						
Section D: Tutor Performance						
TP1	Tutors come very early to the college					
TP2	There is regular marking of tests and feedback to students					
TP3	Tutors always come with lesson plans in class					
TP4	Tutors actively participate in co-curricular activities					
TP5	There is regular testing and examination of students					
TP6	Tutors supervise all college activities including school practice					
TP7	There is regular attendance to class lessons by tutors					
TP8	Tutors are effective in maintenance of student's discipline					
TP9	The turn up of tutors in staff meetings is high					
TP10	There is regular attendance to extra lessons					
Thank you						

APPENDIX II: Interview Guide for Tutors (H.O.Ds)

Dear respondent,

Am Kigozi Yusuf, a student of Kyambogo University. I am carrying out an academic research study to establish the relationship amid working environment and tutors' performance in Private Primary Teachers' Colleges. The aim of this research and its results is purely academic, therefore Please help me by taking a moment out of your busy day to respond to the following questions. I value your openness, so please know that your comments will be fully anonymous and that any information you share will be held in the strictest confidence. Thank you

Key questions

1. Comment on your performance as a tutor in this institution in terms of; arrival time at the college, lesson preparation and teaching, assessment and supervision of students and involvement in other college activities.
2. a) What is the relationship between supervisor support and tutors' performance in this private institution?
b) How does the supervisor support affect your performance as a tutor in this institution?
3. a) What is the relationship amid physical working environment and tutors' performance in this college?
b) How does the physical working environment affect your performance as a tutor in the institution?
4. a) What is the correlation between performance review feedback and tutors' performance in this college?
b) How does performance review feedback affect your performance as a tutor in this institution?

Thank you once again

APPENDIX III: Interview Guide for Directors of Studies and Principals

Dear participant,

Am Kigozi Yusuf, a scholar of Kyambogo University doing an academic research study to establish the relationship between working environment and tutors' performance in Private

Primary Teachers' Colleges. The target of my study and its outcomes is purely academic, therefore Please help me by taking a moment out of your busy day to respond to the following questions. I value your openness, so please know that your comments will be fully anonymous and that any information you share will be held in the strictest confidence.

Thank you

Key questions

1. Comment on the performance of tutors in this institution in terms of arrival time at the college, lesson preparation and teaching, assessment and supervision of students and involvement in other college activities.
2. a) What is the relationship between supervisor support and tutors' performance in this institution?
b) How does the supervisor support affect tutors' performance in this institution?
3. a) What is the relationship between physical working environment and tutor performance in this college?
b) How does the physical working environment affect tutors' performance in the institution?
4. a) What is the relationship between performance review feedback and tutors' performance in this college?
b) How does performance review feedback affect the performance of tutors in this institution?

Thank you once again