

**WORKING CONDITIONS AND TEACHER PERFORMANCE IN SELECTED
PRIVATE SECONDARY SCHOOLS IN NAMUGONGO DIVISION,
WAKISO DISTRICT, UGANDA**

BY

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DECLARATION

I, Felista Apolot, declare that this dissertation is my original piece of work and has never been published for an academic credit to any educational institution.

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APPROVAL

This dissertation titled: “Working conditions and teacher performance in Private secondary schools, Namugongo division, Uganda” has been written under our guidance.

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DEDICATION

I dedicate this dissertation to my family who have always supported and believed in me

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LIST OF ABBREVIATIONS

CVI Content Validity Index

DEO District Education Officer

DV Dependent Variable

IV Independent Variables

NAPE National Assessment of Progress in Education

SPSS Statistical Package for Social Sciences

UK United Kingdom

ABSTRACT

The study focused on examining working conditions and teacher performance in selected private secondary schools in Namugongo division, Uganda. The study was guided by three objectives, to analyze the relationship between supervisor supports and teacher's performance in private secondary schools, to examine the relationship between physical work environments and teacher's performance in private secondary schools and to assess how performance review feedback relates to teachers' performance in private secondary schools in Namugongo division Wakiso district Uganda. The study utilized a quantitative approach for data collection, analysis, presentation, and discussion. The research collected views of 138 teachers. Findings of the study on relationship between supervisor support and teacher performance revealed correlation coefficient of 0.916 between supervisor support and teacher performance, indicating a strong positive relationship. The study also found a moderate relationship between physical Work Environment and Teacher Performance. Specifically, the correlation coefficient between physical work environment and teacher performance is 0.893, indicating a moderate positive relationship. This suggests that as the physical work environment improves, there is a corresponding improvement in teacher performance. The study found a strong positive relationship between performance review feedback and teacher performance. Specifically, the correlation coefficient between performance review feedback and teacher performance is 0.754, indicating a strong positive relationship. This suggests that as teachers receive more feedback on their performance, there is a corresponding improvement in their performance. The findings have highlighted the significance of supportive relationships between supervisors and teachers, supervisor involvement in teaching programs, good working relationships with head teachers, and regular supervision in enhancing teacher performance. The study also identified advocacy roles by the director of studies and support supervision as important factors that influence teacher job commitment and competence. The study suggests that a supportive work environment and positive relationships with supervisors and head teachers can lead to greater job commitment, higher teacher retention rates, and better teaching outcomes. Schools should encourage supervisors to provide teachers with support, encouragement, and feedback, to foster a sense of ownership and pride in their work, which can lead to better performance outcomes. Schools should encourage supervisors to participate in teaching programs and share their expertise with their staff, to enhance teacher skills and knowledge, and deliver high-quality lessons.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study focused on examining working conditions and teacher performance in selected private secondary schools in Namugongo division, Uganda. This chapter presents the background of the study, statement of the problem, study purpose, objectives, research questions, hypotheses, scope of the study, significance of the study and the study conceptual framework.

1.1 Background of the Study

1.1.1 Historical Perspective

In the past, the assessment of teacher performance has its roots in the 20th century when education was seen as a scientific subject that could be quantified and assessed. The emphasis on teacher performance in the United States increased when standardized testing was introduced in the 1920s (Fulmer & Shafer, 2011). As a result, researchers and policymakers began exploring methods for measuring teacher performance (Blase & Kirby, 2000).

In the 1980s and 1990s, there was a growing trend of connecting teacher performance to student outcomes, which led to the introduction of "value-added" measures. These measures aimed to determine a teacher's contribution to student learning by considering students' previous performance and other relevant factors (Rockoff, 2004).

On the other hand, in United Kingdom, the evaluation of teacher performance began in the 1980s following the enactment of the Education Reform Act (1988) (Curtis, 2018). The introduction of this law implemented teacher evaluation as a strategy to improve teaching quality through the assessment and improvement of teacher performance. In the 2010s, the UK government introduced

a new evaluation system called "Teacher Standards", which set out a clear framework for evaluating teacher performance based on a set of professional standards (Ofsted, 2012). This framework includes a focus on the quality of teaching, assessment and feedback, and professional development. The assessment of teacher performance in Sub-Saharan Africa has a multifaceted past, influenced by the area's colonial heritage, social-economic difficulties, and cultural variety (Muianga, 2016). In the colonial period, educational structures in Sub-Saharan Africa were established to produce a labor force that would serve the interests of colonial powers rather than satisfy the requirements of the local population (Foster, 2011). Teacher training programs were often substandard, and teachers received low wages while also lacking professional growth opportunities.

In South Africa, the assessment of teacher performance has a complicated and disputed past, influenced by the country's legacy of apartheid, political transition, and social and economic issues (Pretorius, 2015). During the period of apartheid, education was separated based on race, with white teachers receiving more extensive training and resources than black teachers (Pretorius, 2015). After the demise of apartheid, the government endeavored to resolve these disparities by investing in teacher training and advancement.

In the decade of the 90s and the early 2000s, the evaluation of teacher performance in South Africa emphasized adherence to administrative procedures, such as punctuality and attendance, rather than actual teaching effectiveness (Hoadley & Jansen, 2003). Nevertheless, there was an increasing awareness of the necessity to appraise teacher performance based on student learning outcomes, which prompted the introduction of new assessment frameworks.

In Tanzania, education during the colonial period was predominantly geared towards meeting the requirements of the colonizers, and teacher education concentrated on producing a workforce that would comply with colonial policies (Mkumbo, 2017). Following independence, the government endeavored to tackle these concerns by investing in teacher training and professional development. During this time, the evaluation of teacher performance focused on guaranteeing that all teachers had adequate training and equitable access to resources

Educational reforms have taken place in Tanzania since the 1990s, which included the implementation of competency-based education and the creation of new teacher evaluation systems (Mushi, 2014). Various methods are currently employed to assess teacher performance in Tanzania, including classroom observations, student evaluations, and self-assessments.

In Uganda, the origins of assessing teacher performance can be linked to the arrival of missionaries in the 1920s who introduced foreign content to the curriculum, necessitating teacher training to teach the new material. At that time, teachers were highly regarded, remunerated by donors and supporters, and provided with an enabling environment for teaching. However, the political unrest during the 1971-1979 period had negative effects on all aspects of life, including teacher working conditions.

The 2011 National Assessment of Progress in Education (NAPE) report brought attention to significant deficiencies in teacher training, consequently instigating endeavors aimed at enhancing instructional excellence through an emphasis on teacher performance. In line with the 2018 report by the District Education Officer (DEO), teachers frequently exhibited absenteeism and failed to fulfill their professional obligations, leading to a decline in the performance of private secondary schools in Namugongo division since 2011.

In 2011, the Wakiso District Education Officer released a report indicating that teachers in Namugongo division were spending less time on extracurricular activities, instructional techniques, and evaluation. Teacher performance indicators varied across schools, with some private schools demonstrating satisfactory performance while others struggled. Possible factors affecting this variation included leadership style, salary, and working conditions. However, no previous studies had examined this issue specifically in Namugongo division. Hence, the researcher aims to investigate the relationship between working conditions and teacher performance within private secondary schools situated in Namugongo division.

1.1.2 Theoretical Perspective

The study derives support from the Herzberg Two-Factor theory, initially formulated in 1959. According to this theory, motivation is influenced by two distinct categories of attitudinal factors: Satisfiers or Motivators, and Dissatisfies or Hygiene factors. The factors that motivate individuals consist of recognition, accomplishment, opportunities for promotion, accountability, and the inherent characteristics of the job itself. On the other hand, the circumstances that are essential to maintaining job satisfaction but do not necessarily motivate individuals are known as Hygiene factors and include external factors such as pay, breaks, and healthcare benefits. The theory asserts that these two categories are fundamentally different and distinct from one another (Herzberg, Mausner, & Snyder man, 1959). The study aimed to investigate the effects of supervisor support, physical work environment, and performance review feedback on teacher performance within a chosen sample of private secondary schools situated in Namugongo division. These specific working conditions are believed to have significant influence on teacher performance. Herzberg's two-factor theory serves as a valuable framework for comprehending and exerting influence on the correlation between these factors and teachers' performance.

1.1.3 Conceptual Perspective

The fundamental principles of this study revolve around the examination of working conditions as independent variables (IV) and teacher performance as the dependent variable (DV). According to John Spacey's (2018) definition, working conditions refer to the various factors of a job such as its requirements, surroundings, and conditions that impact the contentment of employees. Vian (2015) provide additional elaboration on the concept of working conditions by including factors such as job security, communication, access to supportive services, and the overall culture of the workplace. Ika and Donnelly (2017) break down working conditions into three sub-conditions: technical, human, and organizational. In this study, working conditions will be operationalized through supervisor support, physical work environment, and performance review feedback.

Adeyemi (2010) offers a comprehensive definition of teacher performance, asserting that it encompasses the range of duties and obligations assumed by teachers within a specified timeframe within the educational system to achieve organizational goals. Conversely, Armstrong (2003) perceives performance as the behavioral component that characterizes how organizations, teams, and individual employees carry out their assigned tasks. Similarly, Feng (2010) contends that performance denotes the degree to which an employee has attained the organization's objectives. Nevertheless, in the scope of this study, teacher performance will be measured through the variables of classroom management, punctual completion of tasks, effective delivery of lessons, planning, and instructional execution.

1.1.4 Contextual Perspective

According to Pamela (2019), the pass rate for private secondary schools in Namugongo division has been 65% over the past six years, but it dropped to below 40% in 2016 and below 30% in

2018. The Ministry of Education (2018) also reported that most teachers in the division were absent from their schools and did not complete their professional tasks, which could have contributed to the decline in student performance.

Considering the critical importance of student and teacher performance to various stakeholders including government bodies, educators, parents, and society at large, the primary objective of this study is to address the current knowledge gap by investigating the connection between working conditions and the performance of teachers in private secondary schools in Uganda. Effective school personnel, including head teachers and teachers, are essential for students' academic success, as noted by Lydia and Nasongo (2009). Thus, this study explored whether the private secondary schools in Namugongo division have adequate working conditions and how these conditions impact teacher performance, which ultimately affects students' academic achievement. The study holds considerable importance in addressing the dearth of knowledge regarding this matter specifically within Namugongo division, Wakiso district, Uganda.

1.2 Statement of the Problem

Effective teacher performance is a cornerstone in shaping students' achievements within the realm of educational institutions (Balogun, 2014). Uganda, in particular, has grappled with persistent concerns over the suboptimal performance of teachers, the government has put in place measures of training teachers, set up mechanisms for monitoring of standards in schools especially in the context of private secondary schools. While previous reports from the Ministry of Education in 2016 pinpointed significant deficiencies in the instructional process, the issues have endured. Additionally, in 2017, the report by the District Education Officer underscored that privately-owned schools exhibited the poorest performance in national promotion exams. This demonstrated the gravity of the situation. To add more depth to this issue, a 2021 report from the Wakiso district

education officer brought forth fresh insights. It revealed that teachers in private secondary schools, including those in Namugongo division, were dedicating increasingly limited time to activities beyond the formal curriculum. Furthermore, they were grappling with challenges related to lesson preparation and assessment.

In spite of the government's continuous efforts to augment the working conditions of teachers through guidelines, provisions of instructional resources, and fostering positive interpersonal relations, the issue of low and unsatisfactory teacher performance persists. This protracted concern could potentially be attributed to various factors, including inadequately competitive salaries, teachers' attitudes towards their work, and the overall working conditions they contend with daily. Hence, the paramount aim of this study is to probe the relationship between the working conditions and the performance of teachers in selected private secondary schools within Namugongo division.

1.3 Purpose of the Study

The study examined the relationship between working conditions and teachers' performance in private secondary schools in Namugongo division, Wakiso district Uganda.

1.4 Objectives of the Study

The study was guided by the following objectives.

- i. To analyse the relationship between supervisor supports and teacher's performance in private secondary schools in Namugongo division Wakiso district
- ii. To examine the relationship between physical work environments and teacher's performance in private secondary schools in Namugongo division Wakiso district Uganda.

- iii. To assess how performance review feedback relates to teachers' performance in private secondary schools in Namugongo division Wakiso district Uganda.

1.5 Hypotheses of the Study

The study was guided by the following hypotheses:

H₁: There is a statistically significant relationship between supervisor support and teachers' performance in private secondary schools in Namugongo division.

H₂: There is a statistically significant relationship between physical work environment and teachers' performance in private secondary schools in Namugongo division.

H₃: There is a statistically significant relationship between performance review feedback and teachers' performance in private secondary schools in Namugongo division.

1.6. Scope of the Study

1.6.1 Content Scope

This study explored the relationship between working conditions and teacher performance in private secondary schools situated within Namugongo division. Additionally, it investigated the connections between physical work conditions and teacher performance, the influence of performance review feedback on teacher performance, and the correlation between supervisor assistance and teacher performance within private secondary schools located in Namugongo division, Wakiso district, Uganda.

1.6.2 Time Scope

UCE results of Private secondary school for the period between 2019 and 2021 will be considered for this study. This period is used because there has been serious turnover (instability) especially among head teachers and of teachers. During this period performance of teachers has been low and inconsistent raising concerns from government and other stake holders.

1.6.3 Geographical Scope

The study was conducted within the boundaries of Namugongo division situated in the Wakiso District of Central Uganda. The choice of this specific location was determined by considerations including its favorable accessibility and cost-effective transportation options.

1.7 Significance of the Study

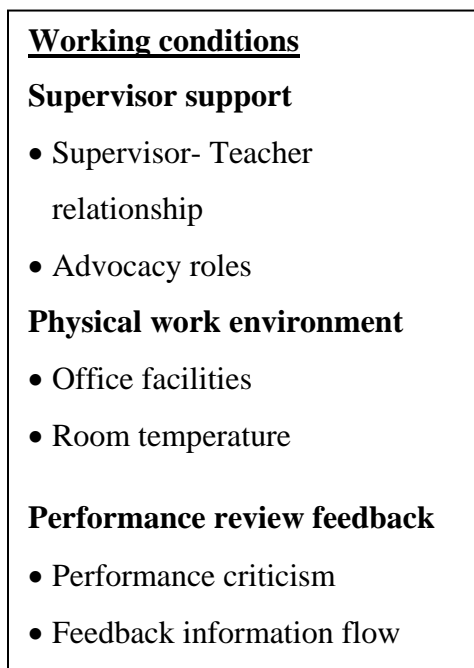
The results of this research have substantial implications for multiple stakeholders, such as the government, private secondary school administration and management, as well as future researchers. The findings can serve as a valuable reference point for formulating policies and making informed decisions concerning teacher performance in both public and private educational institutions. Private secondary school administrators can benefit from the study's insights on the obstacles posed by working conditions, utilizing them to improve teachers' performance and effectiveness through the implementation of suitable workplace enhancements. Furthermore, upcoming researchers can leverage the study's findings to expand their understanding and expertise in exploring the factors that impact teacher performance.

1.8 Conceptual Framework

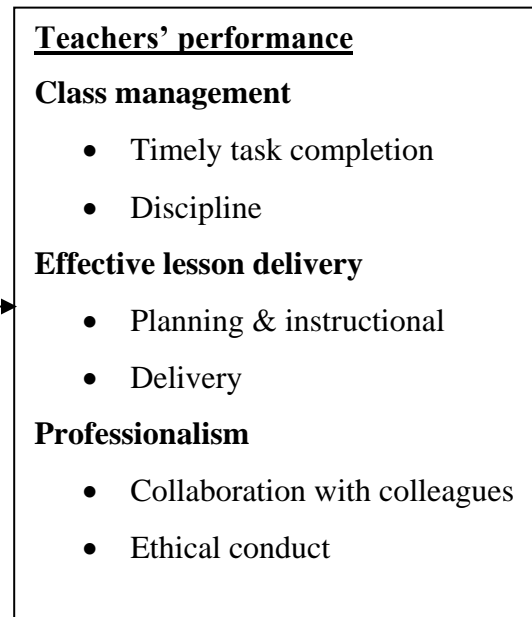
The framework presents a comprehensive overview of the relationship between working conditions, regarded as the independent variable, and teacher performance, regarded as the dependent variable. It delineates the characteristics of working conditions within a school environment and the elements comprising teacher performance. The framework elucidates that working conditions can serve as predictors of teacher effectiveness.

Figure 1.1: The Conceptual framework showing the effect of working conditions on Teachers' performance

INDEPENDENT VARIABLES



DEPENDENT VARIABLE



Source: Adapted basing on Peterson & Largue (2017); Hernandez (2020) and Adu (2019)

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 teacher performance, to look at the correlation between the physical work environment and teacher performance, and to evaluate the correlation between performance review feedback and teacher 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 Review

The study relied upon Frederick Herzberg's Two-Factor Theory, which was formulated in 1959. Herzberg's theory was developed based on feedback received from 200 engineers and accountants in the USA regarding their working conditions. The theory recognizes two separate groups of attributes that influence employees' work attitudes and performance: Motivation Factors and Hygiene Factors (Robbins, 2009). Motivation Factors encompass specific workplace elements that enhance job satisfaction, while Hygiene Factors encompass elements that contribute to dissatisfaction. These factors operate autonomously from one another (Charlotte, 2021). Furthermore, the theory suggests that Motivation Factors and Hygiene Factors do not overlap.

As per this theory, the work environment holds considerable importance in enhancing the performance of teachers. Within the scope of this study, the theory proposes that working conditions play a vital role in motivating teachers to enhance their performance. According to the theory, the lack of Hygiene Factors leads to dissatisfaction, but their mere presence does not

guarantee satisfaction. Likewise, the absence of Motivation Factors does not result in dissatisfaction, but their presence contributes to satisfaction among teachers (Jyoti, 2015).

Herzberg's original study identified six intrinsic motivating factors for employees, which include recognition for achievements, opportunities for growth and advancement, responsibility, and the intrinsic nature of the work itself (Herzberg, Mausner, & Snyderman, 1959; Maidani, 1991). Conversely, the hygiene elements, also referred to as maintenance factors, encompass the physiological, safety, and belongingness needs derived from Maslow's hierarchy of needs. 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.

Since the initial publication of Herzberg's findings in 1959, researchers, both proponents and critics, have replicated the study multiple times (Bevins, 2018). For instance, Win (2006) conducted a study that investigated the applicability of Herzberg's theory in the nursing profession in Myanmar and Taiwan. The findings revealed a robust association between intrinsic factors and job satisfaction in both countries. However, extrinsic factors were identified as significant predictors solely in Taiwan. In contrast, Waheed (2011) emphasized the significance of hygiene factors over motivators, while Park and Rainey (2007) contended that extrinsic variables could also serve as intrinsic factors, consequently leading to positive effects on job satisfaction. Based on a study conducted by Fang Yang in China in 2011, it was observed that all extrinsic motivational factors have the ability to motivate workers to dedicate longer hours. These extrinsic factors have surpassed intrinsic motivational factors to become the top two sources of motivation for Chinese

workers. Lastly, an empirical study conducted by Wan and Tan (2013) emphasized the significance of the generational factor in determining an employee's positive reaction to the work environment. The study discovered that younger workers are motivated to engage in citizenship performance at work through extrinsic incentives but are demotivated by intrinsic motivational factors. 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 Related Literature

2.2.1 Supervisor Support and Teacher's Performance

The importance of supervisor support in enhancing the performance of teachers within academic institutions has been illustrated by Glickman, Gordon, and Ross-Gordon (2014). A supportive supervisor provides feedback, guidance, and resources to teachers, which helps to improve their teaching practices and increase their job satisfaction. Kidatu and Lingard (2017) discovered that the assistance provided by supervisors positively impacts teacher performance, specifically in the areas of lesson planning, instructional delivery, and student assessment.

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 teacher 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 (2018) undertook a study to examine the influence of supervisor support on teacher behavior and satisfaction within the education industry in Pakistan. The findings revealed a positive effect of supervisor support on teacher behavior. Similarly, Ranjan et al. (2017) conducted research to investigate the impact of supervisors on teacher effectiveness within the Indian education sector, specifically focusing on the Patna Region. The study concluded that supervisor support significantly affects teacher performance.

Ajayi et al. (2016) supported these findings by emphasizing the crucial role of front-line supervisors in guiding subordinates and teams within organizations. Their study highlighted that supervisor support is essential in influencing teacher behavior and work performance. Aslam (2018) conducted a study to assess the impact of supervisor assistance, affirming that supervisor support exerts a substantial positive influence on performance.

Similarly, Naval (2016) investigated the impact of supervisor support on teacher performance within training institutions. The results indicated that a supportive relationship with an immediate supervisor enhances focus and leads to improved performance and satisfaction. Birungi (2013) argued that when employees perceive support from their supervisors, they experience higher levels of contentment within the organization, consequently enhancing their performance. The findings demonstrated a positive impact of supervisor assistance on behavior.

In the Patna region of India, Ranjan (2017) conducted a study to investigate the influence of supervisors on teacher performance within the education sector. The study uncovered that supervisor support yields a substantial and advantageous influence on teacher performance. These findings align with the results presented by Ajayi (2016), highlighting the crucial role of front-line supervisors in guiding subordinates and influencing their behavior and performance in group

projects and business settings. The study findings provide statistical evidence that supervisor support plays a significant role in enhancing output.

Similarly, Ali (2015) undertook a study to investigate the impact of supervisors on employee performance. Employing a descriptive study design and collecting questionnaire data from 89 participants, the research findings indicated that effective supervisor advocacy in implementing programs significantly contributed to job performance in the workplace. Likewise, Goe, Bell, and Little (2008) discovered a positive association between teacher performance and the level of support provided by supervisors. Furthermore, studies suggest that receiving support from a supervisor can result in elevated levels of job satisfaction among teachers (Frymier & Houser, 2015), consequently leading to enhanced teacher performance.

A study by Ziraba and Okello-Obura (2019) found that teachers who received regular supervision and support from their supervisors had better teaching practices and higher job satisfaction than those who did not receive support. This finding was echoed by a study by Oonyu, Aguti, and Ithungu (2019), which also found that supervisor support was positively associated with teacher performance in Ugandan schools.

In a research study conducted by Kariuki (2019) within the Kenyan context, the significant impact of supervisor support on the performance of teachers in public secondary schools was emphasized. The study additionally revealed that teachers who received consistent feedback and guidance from their supervisors demonstrated higher levels of performance in comparison to those who lacked such support. These findings underscore the importance of effective supervision in enhancing teacher performance.

Similarly, Kayiwa and Mugagga (2019) conducted a study in Uganda, which demonstrated that supervisor support exerted a substantial positive influence on teacher performance in primary schools. The research also identified insufficient supervisor support as a key contributing factor to low teacher performance within these schools. In addition to providing feedback and guidance, supervisors can enhance teacher support by creating a conducive work environment and providing essential resources and training (Skaalvik & Skaalvik, 2017).

In a United States-based study conducted by Lawsin and Pangelinan (2019), it was noted that the implementation of teacher support programs that emphasized resource provision, training, and collaborative opportunities led to enhanced teacher performance. However, in many cases, supervisors lack support towards their subordinates, which can discourage teachers' performance and negatively impact students' academic achievements. Most of the existing literature on this topic has been examined outside the context of Uganda. Hence, the primary objective of this study is to bridge this research gap by examining the impact of supervisor support on teacher performance in private secondary schools located in Namugongo division.

2.2.2 Physical Work Environment on Teacher Performance

Extensive research has provided evidence of the significant influence of the physical work environment on teacher performance. Barrett and colleagues (2015) conducted a study and discovered that classrooms with adaptable seating setups were linked to higher levels of student engagement and reduced off-task behavior. Similarly, a study by Rook and Barrett (2019) found that classroom design factors, such as natural lighting and furniture arrangements, had a significant impact on teacher perception of their classroom environment and student behavior.

In a study conducted by Khaled and Haneen (2017) in Jordan, the influence of the physical work environment on job output was examined. The findings revealed that 56.0% of participants perceived their physical work environment to be calm, while the remaining 44.0% attributed their discomfort to the cold temperature, which necessitated the wearing of multiple layers of clothing upon arrival at work during cold weather. A significant proportion of respondents, 68.0%, acknowledged that temperature has an impact on their productivity.

Additionally, a 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, Sundstrom *et al* (2014) confirmed that tutors are largely satisfied or dissatisfied by the presence or absence of physical facilities at the work place.

In a research study conducted by Figueiro and Rea (2010), it was observed that teachers who were exposed to bright light during the day exhibited heightened alertness and demonstrated enhanced cognitive performance in comparison to those who were not exposed to such lighting conditions. Likewise, a study conducted by Veitch *et al.* (2006) discovered that teachers working in classrooms with ample natural light reported fewer occurrences of headaches and less eye strain when compared to their counterparts working in classrooms with artificial lighting.

Maicibi (2018) conducted a research study in Tanzania with the aim of examining the influence of the physical work environment on teacher performance. The study highlighted that the quality of working conditions in educational institutions directly affects the performance of teachers. When teachers are provided with favorable working conditions, they experience a heightened sense of responsibility and are motivated to exert more effort, resulting in enhanced performance levels.

Sytrika's (2016) research found that having a positive physical work environment allows employees to devote more energy and attention to their work, leading to improved performance. Consequently, the study reached a conclusion that the physical work environment exerts a substantial impact on the efficacy of tutors within an educational institution. A study by Wyon et al. (2013) found that high temperatures were associated with decreased cognitive performance and increased irritability among teachers.

Similarly, Hedge et al. (2004) conducted a study that discovered a negative association between cold temperatures and typing speed and accuracy among office workers. According to Mendell et al. (2008), a research conducted on teachers, it was discovered that those who worked in classrooms with better air quality had fewer absences and higher cognitive performance than those who worked in classrooms with poor air quality. According to Wang and Wang (2020), the physical work environment is a critical factor in determining teacher job satisfaction, which, in turn, influences teacher performance.

According to Liu's (2021) study, teachers are likely to perform better and be more satisfied with their jobs if they work in classrooms that are comfortable, well-lit, and adequately ventilated. On the other hand, exposure to high levels of indoor pollutants, like carbon dioxide, can lead to decreased cognitive function and increased absenteeism among teachers. In contrast, a well-ventilated and adequately lit classroom can have a positive effect on teacher health, reducing the likelihood of stress-related illnesses and burnout.

A study by Banbury and Berry (2005) found that background noise, such as traffic or conversation, can interfere with cognitive processing and lead to decreased productivity. Similarly, a study by Shield and Dockrell (2004) found that classroom noise levels were significantly associated with

teacher stress and voice problems. Having noticed the variations among the different scholars' findings of this study, the researcher effectively established a connection between the physical work environment and the performance of teachers in private secondary schools situated in Namugongo division.

2.2.3 Performance review feedback on Tutors' Performance

According to Akyeampong and Westbrook (2013), performance review feedback provides tutors with clear expectations, which motivates them to enhance their performance. Tutors given feedback on their performance are likely to experience a sense of worth, engagement, and dedication towards their work. This can ultimately result in increased job satisfaction and better performance outcomes.

According to research conducted by Roelofsen (2013), it was found that improving positive performance review feedback leads to a decrease in complaints and absenteeism, while also increasing overall output. Similarly, Chevalier's study (2004) revealed that employees perform better when they operate in a stable work environment and have a clear understanding of their expected duties. Chandrasekar (2003) also discovered a significant correlation between performance review feedback and improved employee output.

However, Atwebembeire et al. (2018) found that teachers expressed dissatisfaction with the feedback provided by their department heads, as their concerns were not adequately addressed. This lack of discussion and follow-up resulted in no improvement in the teachers' performance status. This finding challenges the viewpoint presented by Yeoh, Ho, and Chan (2012), which underscores the significance of offering feedback to teachers as a means to assist them in identifying their strengths, weaknesses, and strategies for enhancing their performance.

In a separate research investigation undertaken by Murtough and Woods (2013), it was noted that a substantial number of teachers were not receiving the necessary feedback to improve their instructional abilities. This contradicts the findings of Obwogi (2011), who highlighted that constructive feedback serves the purpose of informing employees about meeting their superiors' expectations and providing suggestions for improving their work practices. These contradictory findings prompted further investigation into the influence of performance review feedback on teacher performance in private secondary schools situated within Namugongo division.

A study by Ng and Loke (2020) found that performance review feedback provides tutors with an opportunity to reflect on their teaching methods, identify areas of improvement, and develop strategies to enhance their performance. Tutors who received constructive feedback were more likely to develop a growth mindset and focus on continuous improvement. According to Lu (2019), feedback assists tutors in recognizing the strengths and weaknesses of their teaching approaches, ultimately resulting in the adoption of effective instructional strategies. Tutors who receive regular feedback on their performance are more likely to develop teaching practices that are aligned with the needs of their students, resulting in improved learning outcomes.

Evers et al. (2018) suggest that offering frequent feedback to tutors can boost their teaching abilities and enhance student achievements. The study also found that feedback that is specific, actionable, and timely is most effective. Another investigation conducted by Samuels (2021) discovered that educators who received feedback on their performance were more inclined to engage in reflective practice and adapt their teaching strategies to effectively address the needs of their students. The study also found that feedback that focused on the tutors' strengths was more effective in promoting improvement than feedback that only highlighted areas of weakness.

A study by Hughes, Jones, and Callaghan (2020) found that performance review feedback helped tutors identify their strengths and weaknesses, leading to improved teaching effectiveness. The feedback also provided tutors with clear expectations and goals, helping them to better understand what was expected of them. Another study by Cheng, Yu, and Wang (2020) found that tutors who received regular performance review feedback were more likely to improve their teaching skills and achieve better outcomes.

The feedback process allowed tutors to identify areas for improvement and receive support and resources to address them. Additionally, the feedback helped tutors to build stronger relationships with their students, leading to increased engagement and motivation. A study by Janmaimool (2021) found that tutors who received regular performance review feedback reported higher levels of job satisfaction and engagement. The feedback process allowed tutors to feel valued and supported, which, in turn, led to increased job satisfaction and motivation to perform better.

Studies indicate that the effectiveness of feedback can be greatly influenced by its quality. According to Hattie and Timperley (2007), feedback that is clear, understandable, and relevant is more likely to be used by tutors to improve their performance. The research also indicated that feedback that gives tutors a precise understanding of what they must do to enhance their performance tends to be more effective.

2.3 Research Gap

Based on the extensive literature reviewed, it becomes evident that scholars hold distinct conceptual perspectives on the influence of working conditions on employee performance. The available studies highlight the multidimensional nature of working conditions and their impact on employee performance. It is worth noting that the majority of these studies have employed

quantitative research methods. Furthermore, it is important to acknowledge that most of the literature reviewed has been conducted in contexts outside the specific setting of Uganda.

Given these factors, it is imperative for the researcher to contribute to the existing body of knowledge by conducting a quantitative study within the unique context of private secondary schools in Namugongo division, Wakiso district, Uganda. This study aims to establish a clear and comprehensive understanding of the relationship between supervisor support, physical work environment, performance review feedback, and teacher performance in these schools. The study will be guided by the Two Factor theory, which will provide a robust framework for examining the factors that influence teacher performance within this specific context.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was used to conduct the study. These include; the research design, study area, study population, sampling and sampling techniques, data collection instruments, validity and reliability of research instruments, procedure for conducting the study, data analysis techniques, ethical considerations and limitations of the study.

3.1 Research approach

The study employed a quantitative research methodology to systematically gather, analyze, present, and discuss the data. This approach was used due to its capacity to acquire dependable and accurate data, as suggested by Fenton and Ohlsson (2016). Furthermore, the research employed a descriptive statistics and graphical representation to illustrate the extent and magnitude of the problem, a quantitative research methodology was therefore appropriate.

3.2 Research Design

The research employed a correlational design to explore the interrelationships between variables. This design was chosen for its relevance to the study, as it allowed for the examination of relationships between variables and the exploration of previously unknown connections among them. Furthermore, the results of correlation research stated by Gaille, (2020) are more relevant to everyday life.

3.3 Study Population

In order to ensure a comprehensive quantitative study within the limitations of time and resources, the research incorporated a sample of seven schools, encompassing a target population of 144 teachers.

3.4 Sample Size and Selection

The research employed a simple random sampling technique to meticulously select a sample of 144 teachers from a population consisting of 241 teachers. The selection was based on Krejcie Morgan table. This sampling approach was based on its ability to ensure that every member of the population has an equal chance of being included in the sample. By utilizing this technique, potential biases in the selection process were minimized, thereby ensuring that the resulting sample is representative of the broader population.

Table 3.1: Sample size

CATEGORY	SCHOOL	POPULATION (N)	POPULATION SAMPLE (n)	SAMPLE TECHNIQUE
TEACHERS	A	29	19	SIMPLE RANDOM
	B	35	23	
	C	19	11	
	D	39	25	
	E	29	19	
	F	41	31	
	G	26	16	

Source: Office of Inspector of Schools Kira Municipality (2023)

3.5 Sampling techniques

Simple Random Sampling is characterized by the fundamental principle that every member of the population has an equal and independent chance of being selected for the study. This ensures that no specific group within the population is favored or excluded, and it helps to minimize bias in the selection process. In the context of our study, this technique ensured that every teacher within the population of 144 had an equal opportunity to be part of our sample therefore, teachers were randomly selected from the sample size.

3.6 Data Collection Instruments

The study utilized a questionnaire as the primary instrument for data collection. This method allowed for the systematic collection of information from the participants, enabling the researchers to gather data on relevant variables in a structured and standardized manner. The questionnaire served as a valuable tool in capturing the perspectives and experiences of the participants regarding the research topic.

3.6.1 Questionnaire

In order to quickly and independently collect quantitative data from teachers, a questionnaire was used. Teachers were selected because they work in a variety of settings, including public and private schools, and across different grades and subject areas.

The researcher used a closed ended questionnaire. There were three parts to the questionnaire. Section A consisted of respondents' background information, Section B measured working conditions adopted from Peterson & Lague (2017) and Section C consisted of information on teacher performance adapted from Hernandez (2020) and Adu (2019) as modified by the researcher.

3.7 Measurement of variables

The study utilized an ordinal scale to measure all variables. A commonly used five-point Likert scale was employed to assess participants' level of agreement or disagreement with specific statements. The scale ranged from strongly disagree (1) to strongly agree (5). By incorporating this five-point Likert scale, the researcher could gauge the participants' extent of agreement or disagreement with the questionnaire items.

3.8 Data quality control

3.8.1 Validity

To ensure the validity of the research instruments, three experts in the field of Educational Planning & Management from Kyambogo University's Department of Educational Planning & Management were enlisted to evaluate and rate the instruments. These experts were responsible for assessing the relevance of each item on the scale and assigning ratings on a scale ranging from very relevant (4), quite relevant (3), somewhat relevant (2), to not relevant (1). The Content Validity Index (CVI), as proposed by Kothari (2015), was calculated to determine the validity of the instruments. This index served as a quantitative measure of the agreement among the experts regarding the relevance of the items in the instruments.

$$\text{CVI} = \frac{\text{No. of items regarded relevant}}{\text{Total No. of items in the instrument}}$$

Content Validity Index

Interpret the CVI results to determine the content validity of the research instrument. A CVI score of 0.80 was considered satisfactory, indicating strong content validity.

3.8.2 Reliability

To assess the reliability and consistency of the research instrument, a pilot study was conducted among teachers from seven designated private secondary schools in Namugongo division, Wakiso District, in (2017). The seven schools were St. Mary's Namugongo, St Jonah SSS, St Henrys Mbalwa, St. Henrys Kyaliwajjala, St Joseph's SSS, Kawere Memorial, Ndiwulira memorial. The Cronbach's alpha coefficient was utilized to evaluate the instrument's consistency, measuring the internal consistency and interrelatedness of its items. During the pilot study, the research instrument was administered to a sample of teachers from the selected schools. The collected data were then subjected to analysis using the Statistical Package for Social Sciences (SPSS) to calculate the Cronbach's alpha coefficient.

The results obtained from the pilot study revealed a Cronbach's alpha coefficient of 0.90, indicating a high level of consistency and reliability for the research instrument. The coefficient helped to measure the internal consistency and interrelatedness of the items within the research instrument. A high Cronbach's alpha value, such as the obtained coefficient of 0.90 in this case, suggests a high level of consistency and reliability for the research instrument. This approach is widely recognized and accepted as a method for assessing the internal consistency and reliability of quantitative research instruments in the field of education and social sciences.

Table 3.2: Cronbach's alpha values for reliability

Constructs	Cronbach's Alpha
Supervisors support	0.85
Physical work environment	0.92
Performance review feedback	0.88
Teacher performance	0.94
Average Cronbach Alpha Values	0.90

The calculated value of 0.90 for the Cronbach's alpha coefficient closely approaches the recommended value of 1.0, as proposed by Amin (5). This implies that the research instrument demonstrates a high level of reliability and consistency. As a result, it is deemed suitable for implementation in the main study. The substantial Cronbach's alpha coefficient obtained during the pilot study indicates a strong interrelationship among the items of the instrument, indicating that they effectively measure the same construct or phenomenon.

3.9 Procedure for data collection

The researcher obtained a letter of introduction from the Department Head of Education Planning and Management at Kyambogo University to request approval for conducting the research study. This formal letter served as an introduction and endorsement of the researcher's intention to conduct the study. It was specifically addressed to the relevant authorities in the selected private schools, seeking permission to carry out the research. In addition, the researcher scheduled appointments with the participants to administer the questionnaires at their convenience, ensuring flexibility in terms of timing and availability. The researcher personally administered the

questionnaires to all participants. Prior to data collection, participants were provided with a briefing about the study's objectives and assured that their responses would remain confidential.

3.10 Data Analysis

The quantitative data collected in the study underwent processing and analysis using the Statistical Package for Social Sciences (SPSS), employing a variety of analytical techniques. An essential analysis conducted was the calculation of the Pearson correlation coefficient, which was utilized to explore the relationship between working conditions and teacher performance in private secondary schools within Namugongo division, Wakiso district, Uganda. This coefficient facilitated the evaluation of both the strength and direction of the correlation between the variables of interest.

3.11 Ethical consideration

The researcher made it clear that participation was entirely voluntary and based on informed permission. The responders had a thorough understanding of the study's goals. Participants were advised to opt not to respond to any questions if doing so made them uncomfortable. To ensure the confidentiality and anonymity of the participants, explicit instructions were provided, urging them not to include their names on the questionnaires. This measure was implemented to safeguard the privacy and identity of the participants throughout the research process. This measure was implemented to protect the privacy of the participants and ensure that their responses remained confidential throughout the research process. By omitting their names, participants could provide honest and unbiased responses without any concerns about their identity being revealed. This makes sure that the study did not violate the behavioral standards set by the organizations that are the subject of the investigation.

3.12 Limitations of the Study

The primary data collection method utilized in this study involved the distribution of a structured questionnaire survey. However, it is important to acknowledge that the standardized format of questionnaires may impose limitations on the flexibility of data collection. In order to optimize the response rate, the researcher employed a proactive approach by personally reaching out to teachers in the selected private secondary schools. Through direct engagement, the researcher aimed to foster a sense of participation and encourage teachers to contribute their valuable insights to the study.

The sample employed in this study was selected to encompass both the accessible and target populations. Nonetheless, it is imperative to recognize the inherent methodological challenges associated with sampling, such as the potential for sampling errors. To mitigate such concerns, the primary respondents were selected utilizing a simple random sampling technique. This probability-based sampling approach ensured that every potential participant had an equal chance of being included in the study, thereby minimizing the potential for sample bias.

It is noteworthy that the data collection process incurred certain expenses, including transportation to schools, procurement of stationery for the research instruments, and overall production of the dissertation. These financial considerations underscore the practical implications and resource requirements associated with conducting research of this nature.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the results of a study on the relationship between working conditions and teacher performance in selected private secondary schools in Namugongo division, Wakiso district, Uganda. The study aimed to analyze the relationship between supervisor support and teacher performance, examine the relationship between physical work environments and teacher performance, and assess how performance review feedback relates to teacher performance.

4.2 Response Rate

The aim of examining the results of the response rate analysis was to gain valuable understanding regarding the precision and inclusiveness of the data. Table 4.1, included in the study as a point of reference, presents the specific details of the response rate findings for further analysis and interpretation.

Table 4.1: Showing the Response Rate

Tool	Target Response	Actual Response	Response Rate (%)
Questionnaire	144	138	95.8%
Total	144	138	95.8%

Source: primary data, 2023

The analysis of the response rate, presented in Table 4.1, reveals that out of the 144 questionnaires distributed to teachers, a significant number of 138 questionnaires were successfully completed and returned, resulting in an impressive response rate of 95.8%. This response rate exceeds the

recommended threshold of 70% proposed by Mugenda and Mugenda (2003), indicating a favorable level of participation. Moreover, the high response rate of 95.8% enhances the reliability and validity of the data collected from teachers in private secondary schools.

4.3 Background characteristics of participants

The study delved into various background characteristics of the participants, including the distribution of gender, age categories, and level of education. In the subsequent subsections, a thorough presentation of the detailed findings pertaining to these characteristics is provided, allowing for a comprehensive understanding of the participant profile in the study.

4.3.1 Gender of Respondents

To determine the gender distribution among the participants, the researcher documented the findings, which are presented in Table 4.2 for reference. This table offers a comprehensive summary of the gender distribution, enabling a better comprehension of the composition of participants in the study.

Table 4.2: Gender distribution of respondents

Gender	Frequency	Percentage
Male	75	54.3%
Female	63	45.7%
Total	138	100%

Source: Primary data, 2023

The results displayed in Table 4.2 indicate that the participants in the study consisted of a slightly higher percentage of male individuals (54.5%), while 45.5% of the respondents identified themselves as female. This gender distribution reflects the inclusion of both male and female

teachers, ensuring adequate representation of the overall teacher population in the school. It is important to acknowledge that although there is a slight gender imbalance in the sample, this is a common occurrence in educational research, where female teachers often constitute a higher proportion. However, it is worth considering that this distribution may impact the generalizability of the findings to schools with different gender distributions among teachers. However, it is crucial to acknowledge that the study ensured adequate representation and active participation from all genders.

4.3.2 Age bracket

The study examined the distribution of participants across different age groups, and the resulting findings are outlined in Table 4.3.

Table 4.3: Age of the respondents

Age Bracket	Frequency	Percentage
Below 30 years	46	33.3%
30 – 39 years	50	36.4%
40 – 50 years	33	23.6%
51+ years	9	6.7%
Total	138	100.0%

Source: primary data, 2023

Table 4.3 displays the breakdown of participants according to their age categories. The results indicate that the majority of respondents (36.4%) belonged to the age group of 30-39 years. Following this, participants below the age of 30 accounted for 33.3%, while individuals aged 40-

50 comprised 23.6% of the sample. Lastly, respondents aged 51 years and above constituted a smaller percentage, representing 6.7% of the total participants. The presented table underscores the inclusion of participants from diverse age groups, enabling a comprehensive exploration of the association between working conditions and performance across different age brackets.

4.3.3 Highest level of education

The objective was to ascertain the highest level of educational attainment among the participants, and the resulting findings are presented in Table 4.4.

Table 4.4: Highest level of Education

Education Level	Frequency	Percentage
Diploma	58	42.0%
Degree	72	52.2%
Masters	8	5.8%
Total	138	100%

Source: primary data, 2023

Table 4.4 depicts a significant proportion of the study participants who had achieved degree programs (52.2%) and diplomas (42.0%). These findings indicate that a significant proportion of teachers in private secondary schools within Namugongo division have achieved these educational milestones, highlighting a favorable implication for the educational standards within these establishments. The presence of teachers with higher levels of education may contribute to an enhanced understanding of subject matter and pedagogical techniques, thereby potentially positively influencing student learning outcomes.

Additionally, the fact that a small percentage of respondents (5.8%) had completed master's degrees may suggest that there is room for further professional development and advanced education among teachers in the private secondary schools. Encouraging and supporting teachers to pursue higher education could lead to even greater improvements in the quality of education in these schools.

4.3.5 Number of years in the teaching profession

Table 4.5 exhibits the responses obtained from the participants pertaining to the duration of their professional experience in the field of teaching.

Table 4.5: Duration spent in the teaching profession

Duration spent in the teaching profession	Frequency (F)	Percentage (%)
Below 5 years	30	21.7%
6-10 years	38	27.5%
11-15 years	47	34.1%
16 years and above	23	16.7%
Total	138	100%

Source: primary data, 2023

Table 4.5 presents the distribution of respondents according to the duration of their tenure in the teaching profession. The findings indicate that the largest proportion of participants (34.1%) reported having 11-15 years of experience, followed by 27.5% who had 6-10 years of experience. A smaller proportion of respondents (21.7%) indicated having less than 5 years of experience,

while 16.7% reported having 16 years or more of experience. These findings provide significant insights into the experience levels of the teachers and their potential to demonstrate effective performance across diverse working conditions. Experienced teachers, who have accumulated a significant number of years in the profession, are likely to possess a wealth of skills, knowledge, and expertise that can significantly impact their performance. Their accumulated experience enables them to navigate various classroom challenges and effectively engage with students. In contrast, teachers with fewer years of experience may still be in the developmental phase of their professional journey, actively acquiring and honing their pedagogical skills. This suggests that the level of experience plays a crucial role in shaping teachers' performance and underscores the importance of providing support and opportunities for professional growth to enhance their effectiveness in the classroom.

4.4 Descriptive Analysis on Supervisor supports

The study aimed to assess the levels of supervisor support in private secondary schools located in Namugongo division, Wakiso district. To investigate this aspect, Likert scale questions were utilized, and descriptive statistics were employed to analyze the gathered data. Table 4.6 presents the statistical summary of the statements related to supervisor support, including the means and standard deviations. These measures provide insights into the central tendency and variability of participants' responses to the statements assessing supervisor support.

Table 4.6: Descriptive Analysis of supervisor supports

Statements	Percentage (%)					MEAN	S.D
	SDA	DA	NS	A	SA		
Supportive relationship with supervisors leads to job commitment	1.8	5.5	26.7	56.4	9.7	3.67	.799
Supervisor's involvement in teaching programmes increase teacher experience	.6	7.9	19.4	56.4	15.8	3.77	.825
Advocacy roles by director of studies improve teacher's job commitment	.6	24.8	37.0	25.5	12.1	3.24	.981
Good working relationships with the head teacher increases teacher retention	2.4	27.3	32.1	26.7	11.5	3.18	1.036
Regular supervision improves timely release of students' marks by teachers	3.0	16.4	2.4	58.8	19.4	3.75	1.044
Support supervision increases teacher's competence	1.2	21.2	1.8	50.9	24.8	3.77	1.086

Source: primary data, 2023

The examination of the data displayed in Table 4.6 uncovers significant findings concerning the influence of supportive relationships with supervisors on job commitment. The results indicate that only a marginal percentage of respondents (1.8%) disagreed with the statement, while a substantial majority (66.1%) expressed agreement.

The mean score of 3.67 further suggests a general consensus among respondents that supportive relationships with supervisors contribute to increased job commitment.

These findings underscore the significance of supervisors in cultivating a positive and supportive work environment that fosters heightened levels of commitment among teachers. By offering support, encouragement, and constructive feedback, supervisors play a crucial role in instilling a sense of ownership and pride in teachers' work. Such an environment can positively influence teachers' performance outcomes and contribute to overall improvement in educational settings.

Likewise, the findings indicated a positive association between supervisor's participation in teaching programs and teacher experience. Merely 0.6% of the participants expressed disagreement, while a significant majority (72.2%) indicated agreement with the statement. The mean score of 3.77 indicates a general consensus among the respondents, supporting the idea that supervisor involvement in teaching programs can contribute to an improvement in teacher experience. This finding implies that supervisors play a crucial role in enhancing teacher skills and knowledge by actively participating in teaching programs and sharing their expertise with their staff. As a result, teaching outcomes and student performance are likely to improve, as teachers become better equipped to deliver high-quality lessons.

The results presented in Table 4.6 demonstrate that positive working relationships with the head teacher have a positive impact on teacher retention, with 59.4% strongly agreeing with the statement. This suggests that a favorable relationship between head teachers and teachers may encourage teachers to remain in their positions, which can have implications for the stability and consistency of the school. The mean score of 3.18 indicates a moderate level of agreement with the statement, and the standard deviation of 1.036 indicates some variability in the responses.

Findings indicate the importance of positive relationships between head teachers and teachers in fostering a sense of support and value for teachers, which may lead to higher retention rates. However, it is crucial to acknowledge that not all teachers may experience positive relationships with their head teachers, and it is important to consider that various factors can contribute to teacher retention apart from supervisor-teacher relationships.

The results displayed in Table 4.6 demonstrate that regular supervision has a beneficial effect on the timely release of students' marks by teachers. A considerable proportion of respondents (58.8%) strongly agreed with the statement, while 16.4% agreed. This indicates that regular supervision can act as a motivating factor for teachers to promptly release student grades, which is important for providing timely feedback and assessment. The moderate mean score of 3.75 indicates a general consensus regarding the statement, and the standard deviation of 1.044 suggests some variability in the responses.

The results thus highlighted the potential benefits of regular supervision for both teacher performance and timely grading. Nonetheless, it is crucial that supervisors offer constructive feedback and support during the supervision process, rather than solely focusing on checking grading tasks. This approach is vital to ensure a positive influence on teacher performance.

Table 4.6 shows that advocacy roles by the director of studies improve teacher's job commitment (0.6% strongly disagree, 24.8% disagree, 37.0% neutral, 25.5% agree, 12.1% strongly agree; $M = 3.24$, $SD = 0.981$). This indicates that when the director of studies takes on the role of an advocate, it can lead to an increase in teacher's job commitment. This is particularly significant given that job commitment is crucial in ensuring that teachers perform well in their roles. The average score of 3.24 reflects a neutral response, indicating that there is room for improvement in the advocacy

roles of the director of studies to enhance teacher commitment in private secondary schools. The variability in responses, as indicated by the standard deviation of 0.981, suggests that there are differing perceptions among the participants regarding the role of the director of studies.

Supportive supervision has been found to contribute to the enhancement of teacher competence, as indicated by the responses provided by the participants (1.2% strongly disagree, 21.2% disagree, 1.8% neutral, 50.9% agree, 24.8% strongly agree; $M = 3.77$, $SD = 1.086$). These findings suggest that support supervision plays a critical role in enhancing the competence of teachers, which is essential for their effective performance in their respective roles. The mean score of 3.77 indicates a general consensus among the respondents regarding the positive impact of support supervision on teacher competence. However, the standard deviation of 1.086 suggests some variability in responses, which may be attributed to differing perceptions of support supervision among the participants.

The implication of these results is that private secondary schools in Namugongo division Wakiso district should focus on improving the advocacy roles of the director of studies and implementing support supervision. This can lead to an increase in job commitment and competence among teachers, which can enhance their performance. It is also important for private secondary schools to recognize the different perceptions of their staff and ensure that they are catered to effectively.

4.4.1 Relationship between Supervisor supports and teacher's performance in private secondary schools in Namugongo division Wakiso district.

A Pearson correlation analysis was conducted to examine the association between supervisor support and teacher performance in private secondary schools within Namugongo division, Wakiso district, as presented in Table 4.7.

Table 4.7: Pearson correlation coefficient on relationship between Supervisor supports and teacher’s performance

		Supervisor supports	Teachers’ performance
Supervisor	Pearson Correlation	1	.916**
supports	Sig. (2-tailed)		.000
	N	138	138
Teachers’	Pearson Correlation	.916**	1
performance	Sig. (2-tailed)	.000	
	N	138	138

** . Correlation is significant at the 0.01 level (2-tailed).

The table presents compelling evidence of a significant and strong positive correlation between supervisor support and teachers' performance in private secondary schools in Namugongo division, Wakiso district. The Pearson correlation coefficient of .916** indicates a robust and positive association between the variables, with a value of 1 representing a perfect positive correlation. The associated p-value of .000, below the conventional significance level of .01, further confirms the statistical significance of this correlation. These findings highlight the important role of supervisor support in enhancing teachers' performance. This suggests that increased support from supervisors is associated with improved performance among teachers. These results underscore the significance of effective supervision and support mechanisms in enhancing teacher performance.

4.5 Descriptive Analysis on physical work environments

The study aimed at establishing the areas that indicate physical work environments in private secondary schools. Questions on this aspect were asked based on Likert order style and descriptive statistics on this aspect established. The results are presented based on the average scores (means) and the variability (standard deviations) of the statements presented in Table 4.8.

Table 4.8: Descriptive analysis of physical work environments

Statements	Percentage (%)					MEAN	S.D
	SDA	DA	NS	A	SA		
Good office facilities help teachers fit in the place of work	1.2	6.1	1.8	74.5	16.4	3.99	.732
Open plan offices facilitate timely task completion	.6	7.3	4.8	51.5	35.8	4.15	.857
Physical office setting and culture improve job satisfaction	1.8	11.5	7.3	33.3	46.1	4.10	1.074
Job profile facilitates teacher's task completion	2.4	20.6	9.1	26.7	41.2	3.83	1.236
Good room temperature helps reduce stress among the teachers	3.6	17.0	9.7	44.8	24.8	3.70	1.127

Well-furnished offices facilitate	3.0	15.2	0.0	44.8	37.0	3.98	1.120
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students' assessment

Favourable policies reduce	1.8	11.5	7.3	33.3	46.1	4.10	1.074
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complaints and absenteeism among teachers

Source: primary data, 2023

In Table 4.8, it is evident that the majority of respondents (90.9%) expressed agreement or strong agreement regarding the positive influence of good office facilities on teachers' integration into the workplace. The mean score of 3.99 and standard deviation of 0.732 suggest a high level of agreement and consistency in the responses. These findings highlight the significance of providing teachers with comfortable and well-equipped office spaces, as it can contribute to their positive attitude, job satisfaction, and overall performance. This implies that providing a conducive work environment can lead to increased motivation and productivity among teachers.

Likewise, a significant proportion of the participants (87.8%) expressed agreement or strong agreement regarding the facilitation of timely task completion through the use of open plan offices, as indicated in Table 4.8. The mean score of 4.15 and standard deviation of 0.857 indicate a high level of consensus and consistency in the responses. These findings suggest that the physical layout of the workspace can influence teachers' ability to complete tasks in a timely manner. The availability of an open plan office enables easier communication, resource sharing, and collaboration among teachers, thereby enhancing efficiency in task completion.

This highlights the importance of the physical workspace design in promoting teamwork and effective task completion among teachers. The implication of these findings is that private secondary schools in Namugongo division, Wakiso district, Uganda should invest in providing comfortable and well-equipped office spaces for their teachers. It is recommended that educational institutions explore the implementation of an open plan office design to promote collaboration and teamwork among teachers. By adopting this approach, organizations have the potential to enhance teachers' motivation, job satisfaction, and overall performance, consequently benefiting the educational outcomes of their students. The third statement shows that 46.1% of respondents strongly agreed that physical office setting and culture improve job satisfaction, while 11.5% agreed, 7.3% were neutral, 1.8% disagreed, and 33.3% strongly disagreed. The mean score was 4.10 with a standard deviation of 1.074. This indicates that the physical office setting and culture have a significant impact on job satisfaction among teachers. Teachers who have well-designed office facilities that create a conducive working environment are more likely to have job satisfaction.

The results presented in the table demonstrate that a considerable proportion of the participants (61.8% in total, comprising 41.2% strongly agreeing and 20.6% agreeing) acknowledged the positive impact of the job profile in supporting teachers with task completion. Furthermore, 9.1% expressed a neutral viewpoint, while 2.4% disagreed, and 26.7% strongly disagreed with the statement. With a mean score of 3.83 and a standard deviation of 1.236, these findings indicate that the job profile plays a significant role in shaping teachers' ability to effectively accomplish their tasks. Teachers who possess a clear understanding of their job profile and the associated expectations are more likely to complete their tasks in a timely and efficient manner.

The results suggest that having a well-designed physical work environment and a clear job profile are important factors that can improve teacher's performance. Private secondary schools should, therefore, prioritize creating a conducive work environment for teachers and ensuring that teachers have a clear understanding of their job profile to enhance their job satisfaction and task completion.

Furthermore, the table reveals that 44.8% of the teachers agreed and an additional 24.8% strongly agreed that maintaining a suitable room temperature helps alleviate stress. The mean score of 3.70, combined with a standard deviation of 1.127, indicates that the physical environment significantly influences teacher performance, and a favorable temperature contributes to creating a comfortable and conducive working atmosphere. Furthermore, a substantial majority of the respondents (81.8%) expressed agreement or strong agreement regarding the positive impact of well-furnished offices on facilitating students' assessment.

The mean score of 3.98, along with a standard deviation of 1.120, indicates that most participants recognized the significance of well-furnished offices in facilitating effective student assessment. This finding implies that allocating resources to create well-equipped offices could potentially enhance student assessments, which in turn may contribute to improved academic performance. Table 4.8 illustrates that a significant percentage (74.5%) of the respondents agreed and an additional 16.4% strongly agreed that good office facilities enable teachers to feel comfortable in their work environment. This indicates that a majority of teachers perceive the importance of having well-equipped office spaces. The statement obtained a mean score of 3.99, demonstrating a high level of agreement among the teachers. The standard deviation of 0.732 suggests that the responses were tightly clustered around the mean score, indicating a relatively low degree of variability.

The results from Table 4.8 indicate that a significant percentage of the participants (46.1% strongly agreed and 33.3% agreed) acknowledged the effectiveness of favorable policies in addressing complaints and reducing absenteeism among teachers. The mean score of 4.10 indicates a generally positive perception among respondents regarding the impact of favorable policies on the work environment. The presence of a standard deviation of 1.074 indicates that there was variability in the perceptions of the participants. These results highlight the importance of implementing favorable policies as a means to mitigate complaints and reduce absenteeism among teachers. By enacting policies that address the needs and promote the well-being of teachers, schools can cultivate a work environment that fosters higher levels of teacher satisfaction and productivity. This could include policies that provide support for teacher training and development, fair and transparent evaluation processes, and opportunities for professional growth and advancement.

4.5.1 Relationship between physical work environments and teacher’s performance in private secondary schools

Table 4.9 presents the results of a Pearson correlation analysis conducted to explore the relationship between physical work environments and teacher performance in private secondary schools.

Table 4.9: Relationship between physical work environments and teacher’s performance in private secondary schools

	Physical work environments	Teacher’s performance
Pearson Correlation	1	.893**

Physical work environments	Sig. (2-tailed)		.000
	N	138	138
Teacher's performance	Pearson Correlation	.893**	1
	Sig. (2-tailed)	.000	
	N	138	138

** . Correlation is significant at the 0.01 level (2-tailed).

The table presents compelling evidence of a strong positive correlation between physical work environments and teacher performance, as demonstrated by a Pearson correlation coefficient of .893**. This coefficient signifies a significant and robust association between the variables, which can range from -1 to +1. Specifically, the coefficient of .893** highlights a noteworthy positive relationship between physical work environments and teacher performance.

Additionally, the p-value associated with the correlation coefficient is .000, indicating that it is below the conventional significance level of .01. This suggests that the observed correlation between physical work environments and teacher performance is statistically significant at the 0.01 level (two-tailed), indicating a very low probability of the relationship occurring by chance.

The results indicate a distinct relationship between the quality of the physical work environment and the performance of teachers in private secondary schools. A positive and supportive physical work environment, encompassing well-equipped classrooms, comfortable furniture, appropriate lighting, and ample resources, appears to exert a significant influence on teacher performance. As a result, it is crucial for private secondary schools to invest in creating and maintaining conducive

physical work environments for their teachers. By providing teachers with an environment that promotes comfort, functionality, and resources, schools can potentially enhance teacher satisfaction, motivation, and overall performance. This, in turn, may lead to improved educational outcomes and a positive learning environment for students.

4.6 Descriptive analysis on Performance review feedback

The study aimed at establishing the areas that indicate performance review feedback in private secondary schools. Questions on this aspect were asked based on Likert order style and descriptive statistics on this aspect established. The analysis of the data in Table 4.10 is based on the means and standard deviations of the statements that were assessed.

Table 4.10: Descriptive analysis on performance review feedback

Statements	Percentage (%)					MEAN	S.D
	SDA	DA	NS	A	SA		
Performance review feedback helps teachers to improve and consolidate their work	0.6	4.2	30.9	64.2	0.0	3.59	.605
The institution finds it easy to share positive and adequate feedback regarding performance	0.0	23.6	12.7	50.9	12.7	3.53	.991

Regular staff briefings help reduce errors among teachers	0.0	10.3	3.0	61.8	24.8	4.01	.834
The institution rarely criticizes poor teacher performance	1.8	38.2	13.9	18.8	27.3	3.42	1.935
Proper information flow facilitates teacher job satisfaction	3.6	36.4	9.7	24.2	26.1	3.33	1.303
Timely feedback leads to proper decision making	1.8	21.2	7.3	52.1	17.6	3.62	1.061

Source: primary data, 2023

Based on the information presented in Table 4.10, a significant proportion of the participants (64.2%) agreed that performance review feedback plays a valuable role in assisting teachers in enhancing and strengthening their work. This finding suggests that providing feedback on teacher performance can positively influence their professional endeavors. The average score of 3.59, along with a standard deviation of 0.605, indicates that the majority of participants acknowledged the significance of performance review feedback in the professional growth of teachers. Consequently, this implies that regular performance reviews can serve as an effective mechanism for improving teacher performance.

In Table 4.10, the findings indicate that 50.9% of the participants expressed agreement with the notion that the organization effectively disseminates positive and sufficient feedback pertaining to

performance. This observation implies that the administration acknowledges the significance of acknowledging and incentivizing commendable achievements. The mean score of 3.53, along with a standard deviation of 0.991, suggests that while a majority of the respondents agreed with the statement, there is room for improvement in providing sufficient feedback.

The results from table 4.10 reinforce this by indicating that regular staff briefings contribute to a decrease in errors among teachers, as supported by 61.8% of the participants. The mean score of 4.01 and standard deviation of 0.834 indicate that regular staff briefings are an effective means of reducing errors and improving teacher performance. This implies that regular communication among staff members is critical to ensuring that everyone is on the same page and that errors are minimized.

Moreover, based on the table, a significant proportion of respondents, 38.2%, expressed agreement with the notion that the institution seldom provides criticism for inadequate teacher performance, this is evident from the obtained mean score of 3.42 and a standard deviation of 1.935. These results suggest that some teachers may not be held accountable for below-average performance, which could have negative consequences on students' academic achievements.

It is essential for school administrations to provide feedback to teachers and hold them accountable for their performance to improve students' academic outcomes. Therefore, school administrations should have an effective performance management system that monitors teacher performance and holds them accountable for their work.

In terms of information flow, the results revealed that 36.4% of the participants acknowledged the role of effective information flow in enhancing teacher job satisfaction. The statement received a mean score of 3.33, with a standard deviation of 1.303, indicating a moderate level of agreement

among the respondents. These results imply that timely feedback can enhance decision-making and result in improved teacher performance.

4.6.1 Relationship between Performance review feedback and teachers' performance in private secondary schools

Table 4.11 presents the results of a Pearson correlation analysis conducted to examine the association between Performance review feedback and teachers' performance in private secondary schools.

Table 4.11: Relationship between Performance review feedback and teachers' performance in private secondary schools

		Performance review feedback	Teachers' performance
Performance review feedback	Pearson Correlation	1	.754**
	Sig. (2-tailed)		.000
	N	138	138
Teachers' performance	Pearson Correlation	.754**	1
	Sig. (2-tailed)	.000	
	N	138	138

** . Correlation is significant at the 0.01 level (2-tailed).

The table illustrates a strong and significant positive correlation between Performance review feedback and teachers' performance, as indicated by a Pearson correlation coefficient of .754**. The correlation coefficient, which ranges from -1 to +1, signifies a robust positive relationship between the two variables. A coefficient of .754** denotes a high degree of positive association. The p-value associated with the correlation coefficient is .000, which is below the conventional significance level of .01. This suggests that the observed correlation between Performance review feedback and teachers' performance is unlikely to have occurred by chance, further supporting the statistical significance of the relationship.

These findings suggest that there is a notable correlation between the quality of performance review feedback and the performance of teachers in private secondary schools. It seems that offering effective and constructive feedback during performance reviews significantly impacts teacher performance. This highlights the importance of implementing a robust performance review system in private secondary schools. Regular and meaningful feedback can help identify areas for improvement, provide recognition for strengths, and contribute to professional growth and development among teachers. By investing in a comprehensive performance review process that emphasizes quality feedback, schools can potentially enhance teacher performance, job satisfaction, and overall effectiveness.

Furthermore, these findings suggest that ongoing professional development and support for teachers, including timely and constructive feedback, can contribute to improved educational outcomes and a positive school culture. Creating a culture of continuous improvement and fostering a supportive feedback environment can lead to enhanced teaching practices and student success in private secondary schools.

4.7 Descriptive analysis on Teacher’s performance in private secondary schools

The aim of the research was to assess the effectiveness of teachers in private secondary schools. Consequently, the subsequent discoveries were obtained.

Table 4.12: Employee performance

Statements	Percentage (%)					MEAN	S.D
	SDA	DA	NS	A	SA		
Teachers come very early to the college	1.2	6.1	1.8	74.5	16.4	3.99	.732

There is regular marking of tests and feedback to students	.6	7.3	4.8	51.5	35.8	4.15	.857
Teachers always come with lesson plans in class	1.8	11.5	7.3	33.3	46.1	4.10	1.074
Teachers actively participate in co-curricular activities	2.4	20.6	9.1	26.7	41.2	3.83	1.236
There is regular testing and examination of students	3.6	17.0	9.7	44.8	24.8	3.70	1.127
Teachers supervise all school activities including school classroom exercise	3.0	15.2	0.0	44.8	37.0	3.98	1.120
There is regular attendance to class lessons by teachers	1.8	11.5	7.3	33.3	46.1	4.10	1.074
Teachers are effective in maintenance of student's discipline	0.0	10.3	3.0	61.8	24.8	4.01	.834
The turn up of teachers in staff meetings is high	1.8	38.2	13.9	18.8	27.3	3.42	1.935
There is regular attendance to extra lessons	3.6	36.4	9.7	24.2	26.1	3.33	1.303

Source: primary data, 2023

In Table 4.12, the data showcases the distribution of teachers' responses concerning their performance in particular private secondary schools located in Namugongo Division, Wakiso District, Uganda. The results demonstrate that a significant majority of teachers (74.5%) expressed agreement with arriving early at the college, with 16.4% strongly endorsing this statement. Furthermore, 51.5% agreed and 35.8% strongly agreed that there is consistent marking of tests and

provision of feedback to students. Moreover, a significant proportion of teachers, with 46.1% strongly agreeing and 33.3% agreeing, reported consistently coming to class with lesson plans.

The findings indicate that a notable percentage of teachers engage actively in co-curricular activities, with 41.2% strongly agreeing and 26.7% agreeing to this statement. In contrast, a much smaller percentage, only 3.0% agreeing and 15.2% strongly agreeing, reported supervising all school activities, including classroom exercises. Moreover, a substantial majority of teachers, 24.8% agreeing and 44.8% strongly agreeing, indicated the presence of regular testing and examination of students.

Regarding student discipline, 24.8% agreed and 61.8% strongly agreed that teachers are effective in maintaining discipline. In terms of staff meetings, a notable proportion, 38.2% strongly agreed and 18.8% agreed, reported a high level of teacher attendance. Furthermore, regarding extra lessons, 36.4% agreed and 24.2% strongly agreed that there is regular attendance to these sessions.

The results show that, on the whole, teachers at private secondary schools in Uganda's Namugongo Division and Wakiso District perform satisfactorily. They demonstrate punctuality, preparedness with lesson plans, active involvement in co-curricular activities, enforcement of student discipline, and regular attendance at staff meetings. However, there is a potential for improvement in the supervision of school activities and consistent attendance in classroom lessons. These results can provide valuable insights for interventions and policies targeted improving the effectiveness and productivity of teachers in privately owned secondary schools within the area.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary, discussion, conclusions and recommendations based on the findings of this study on the relationship between working conditions and teachers' performance in private secondary schools in Namugongo division, Wakiso district Uganda. The chapter also draws conclusions, and identifies areas for further research. Lastly, the chapter concludes by providing recommendations for educational policymakers and practitioners to improve the work conditions.

5.2 Summary of the study findings

The study aimed to achieve several key goals: firstly, to determine the correlation between working conditions and teachers' performance in privately owned secondary schools within Namugongo division, Wakiso district, Uganda. Secondly, to analyze the relationship between supervisor support and teacher performance in privately owned secondary schools. Thirdly, to investigate the association between physical work environments and teacher performance in privately owned secondary schools. Lastly, to assess the connection between performance review feedback and teachers' performance in privately owned secondary schools located in Namugongo division, Wakiso district, Uganda.

5.2.1 Relationship between supervisor support and teacher performance

The research produced significant outcomes concerning the correlation between supervisor support and teachers' performance ($r = .916^{**}$). These results signify a strong positive connection between the variables. Furthermore, the correlation attained statistical significance at the 0.01

level, suggesting a minimal likelihood of chance happening. These findings underscore the critical significance of implementing efficient supervision and support mechanisms to augment teacher performance.

5.2.2 Relationship between physical Work Environment and Teacher Performance

The examination revealed a noteworthy positive correlation between the physical work environments and teacher performance ($r = .893^{**}$). This suggests a strong connection between the variables. Additionally, the correlation reached statistical significance at the 0.01 level, indicating a low probability of chance happening. The results highlight the significance of creating conducive physical work environments, which include well-equipped classrooms, comfortable furniture, appropriate lighting, and adequate resources, to enhance teacher performance and ultimately improve educational outcomes.

5.2.3 Relationship between performance review feedback and teacher performance

The results of the study revealed a strong and positive correlation between performance review feedback and teacher performance ($r = .754^{**}$), indicating a significant and reliable association between the variables. The level of significance was observed to be 0.01, meaning that the chance occurrence of the results was extremely low.

These findings highlight the significance of establishing a robust performance review system that offers helpful and constructive feedback to enhance teacher performance, professional development, and effectiveness.

5.3 Discussion of the findings

5.3.1 Relationship between supervisor support and teacher performance

This study aimed to investigate the relationship between supervisor support and teacher performance in privately owned secondary schools located in Namugongo division, Wakiso district. The results of the study suggest that there is a significant impact of supervisor support on teacher performance.

One key finding is that a supportive relationship with supervisors leads to job commitment, with a majority of respondents indicating they agreed with this statement. This finding suggests that supervisors have a crucial role in fostering a positive and supportive work environment, thereby promoting enhanced dedication among teachers towards their professional responsibilities. By providing teachers with support, encouragement, and feedback, supervisors can help foster a sense of ownership and pride in their work, which can lead to better performance outcomes. Another finding is that supervisor involvement in teaching programs increases teacher experience, with a majority of respondents indicating they agreed with this statement. This finding indicates that supervisors have the potential to significantly contribute to the enhancement of teachers' skills and knowledge by actively engaging in teaching programs and sharing their expertise with their staff. This can result in improved teaching outcomes and student performance, as teachers become more proficient in delivering high-quality lessons. The findings of this study emphasize the significance of supervisor support in enhancing teacher performance within privately owned secondary schools. This is consistent with the literature, which emphasizes the role of supervisors in providing support, feedback, and guidance to teachers (Kim, 2018; Kim et al., 2019; Sutarto et al., 2020) For example, in a study conducted by Kim (2018), it was discovered that supervisor support exhibited

a positive correlation with teacher motivation and job satisfaction, which subsequently contributed to improved teaching practices and student learning outcomes. Similarly, Sutarto et al. (2020) observed that supervisors who consistently offered feedback and recognition to teachers aided in the enhancement of their professional growth and teaching abilities. These findings indicate that supervisor support holds significant importance in augmenting the quality of teaching and learning within privately owned secondary schools.

The study also highlights the importance of positive relationships between head teachers and teachers in promoting teacher retention. This is consistent with previous research, which has emphasized the role of supportive leadership in promoting teacher job satisfaction and retention (Khalid et al., 2019; Li et al., 2020; Tsai & Wu, 2017). For instance, Li et al. (2020) found that head teachers who showed respect, trust, and care towards their teachers were more likely to retain them.

The study also found that good working relationships with the head teacher increase teacher retention, with a majority of respondents indicating they strongly agreed with this statement. This finding highlights the importance of positive relationships between head teachers and teachers in fostering a sense of support and value for teachers, which may lead to higher retention rates. Similarly, Tsai and Wu (2017) noted that head teachers who provided professional support and development opportunities to their teachers were able to foster a sense of commitment and loyalty among them. These findings imply that head teachers have a pivotal role in establishing a positive and supportive work environment that fosters teacher retention and enhances their dedication to the success of the school.

Additionally, regular supervision was found to improve the timely release of students' marks by teachers. This finding suggests that regular supervision may encourage teachers to release student grades on time, which is important for student feedback and assessment. It is crucial to acknowledge that supervisors should offer constructive feedback and assistance during the process of supervision in order to effectively influence teacher performance in a positive manner. The study also highlights the potential benefits of regular supervision in promoting timely release of students' marks by teachers. This is consistent with previous research, which has emphasized the role of supervision in promoting teacher accountability and professional growth (Dlamini et al., 2019; Musau & Sakwa, 2018; Phathela et al., 2019). For instance, Musau and Sakwa (2018) noted that regular supervision helped to identify areas of strengths and weaknesses in teachers' performance, and provided opportunities for feedback and improvement.

The study also found that advocacy roles by the director of studies improve teacher job commitment, but the mean score indicates a neutral response. This finding suggests that the advocacy roles of the director of studies could be improved to enhance the commitment of teachers in private secondary schools. Support supervision was found to increase teacher competence. This finding implies that support supervision can enhance the competence of teachers, which is essential in ensuring that teachers perform well in their roles. Similarly, Phathela et al. (2019) found that advocacy roles helped to promote teacher self-reflection and self-evaluation, which in turn led to better teaching practices and student learning outcomes. These findings indicate that consistent supervision can assume a vital role in fostering teacher accountability and enhancing the caliber of teaching and learning within private secondary schools.

The study's findings underscore the significance of supervisor support in augmenting teacher performance within private secondary schools situated in Namugongo division, Wakiso district.

The research proposes that supervisors should offer assistance, motivation, and constructive feedback to establish a positive and nurturing work environment that inspires teachers to exhibit heightened dedication towards their responsibilities.

5.3.2 Relationship between physical Work Environment and Teacher Performance

The aim of this study was to examine how the physical work environment in private secondary schools correlates with teachers' performance. The study observed that having a comfortable and well-equipped office positively affects the teachers' attitudes towards their work, which may lead to job satisfaction and better performance. In line with other studies conducted by Barrett et al. (2015) and Rook and Barrett (2019), the classroom design, including adaptable seating, natural lighting, and furniture arrangement, has a significant impact on teacher and student performance. Additionally, similar to Khaled and Haneen's (2017) research, the study discovered that the physical work environment, in particular, the temperature, influences job performance. Furthermore, the study revealed that the physical layout of the office and the organizational culture significantly impact teachers' job satisfaction. Additionally, it was observed that a thoughtfully planned physical work environment and a well-defined job profile are pivotal elements that can enhance teachers' performance. In the same line, Robert's (2016) study found that personal control over workstation environmental factors like temperature and lighting can improve performance. Maicibi's (2018) study also found that the quality of working conditions directly impacts teacher performance.

Additionally, the research indicated that the implementation of an open plan office layout can foster collaboration and teamwork among teachers, consequently enhancing productivity in accomplishing job-related assignments. Moreover, it was discovered that ensuring sufficient

heating, ventilation, and air conditioning systems is crucial for establishing a comfortable workspace, mitigating stress levels, and enhancing focus. Furthermore, investing in well-furnished offices could result in improved student assessments, which could ultimately lead to improved academic performance. These findings were in line with Wang and Wang's (2020) study who found that the physical work environment influences job satisfaction and teacher performance. Additionally, Liu's (2021) study found that comfortable and well-ventilated classrooms lead to better teacher performance and health, while exposure to indoor pollutants can have negative effects.

5.3.3 Relationship between performance review feedback and teacher performance

The outcomes of this study imply that performance review feedback plays a crucial role in fostering teacher development and has a favorable influence on their performance. A significant portion of the participants expressed agreement that performance review feedback facilitates improvement and solidifies their efforts, indicating that regular reviews can effectively enhance teacher performance. The research further revealed that teachers who received consistent feedback on their performance exhibited higher levels of job satisfaction, engagement, and commitment to their work. These findings align with the conclusions drawn by Akyeampong and Westbrook (2013), who also observed that feedback regarding performance expectations serves as a motivating factor for educators to enhance their performance.

Additionally, the study found that recognizing and rewarding good performance through adequate feedback is critical in motivating teachers to continue doing their best. On the other hand, the study highlights the importance of holding teachers accountable for poor performance and providing regular feedback to improve students' academic outcomes. Furthermore, the study found that regular staff briefings are an effective tool for reducing errors and improving teacher performance.

Regular communication among staff members is critical to ensuring that everyone is on the same page and that errors are minimized. Moreover, the study suggests that proper information flow can improve teacher morale and job satisfaction, leading to better performance. Finally, timely feedback is crucial in improving decision-making and ultimately, teacher performance. The study also found that constructive feedback can help tutors identify their strengths and weaknesses, leading to the adoption of effective teaching strategies. This is consistent with the findings from Lu (2019) and Ng and Loke (2020), who also found that feedback helps tutors to identify areas of improvement and develop strategies to enhance their performance.

The discoveries derived from this study offer valuable perspectives on the correlation between feedback received from performance reviews and teacher performance in private secondary schools situated in Namugongo division, Wakiso district, Uganda. The study emphasizes the importance of regular performance reviews, recognizing and rewarding good performance, holding teachers accountable for poor performance, regular staff briefings, proper information flow, and timely feedback in improving teacher performance. These findings can inform the development of effective performance management systems in schools, leading to improved academic outcomes for students. Furthermore, the study found that the quality of feedback is essential in determining its effectiveness. This is consistent with the findings from Hattie and Timperley (2007), who found that feedback that is clear, understandable, and relevant tends to be more effective in improving performance.

5.4 Conclusion

Considering the preceding study findings and the established objective, the researcher arrives at several conclusions as outlined below.

The findings have highlighted the significance of supportive relationships between supervisors and teachers, supervisor involvement in teaching programs, good working relationships with head teachers, and regular supervision in enhancing teacher performance. The study also identified advocacy roles by the director of studies and support supervision as important factors that influence teacher job commitment and competence.

The study suggests that a supportive work environment and positive relationships with supervisors and head teachers can lead to greater job commitment, higher teacher retention rates, and better teaching outcomes. Furthermore, supervisor involvement in teaching programs and regular supervision can enhance teacher skills and knowledge, leading to better teaching outcomes and student performance. It is, therefore, recommended that private secondary schools invest in developing supportive work environments, regular supervision, and training programs for their teachers.

The outcomes of this study highlight the significance of the implications for private secondary schools in Namugongo division, Wakiso district, and comparable contexts. The key focus is on the imperative requirement to allocate resources towards fostering favorable work environments, ensuring consistent supervision, implementing effective training initiatives, and embracing advocacy roles. These measures are essential for amplifying teacher performance and improving student outcomes.

5.5 Recommendations

Drawing upon the conclusions derived from the investigation, the subsequent suggestions are put forth:

School supervisors and principals should focus on creating a supportive and positive work environment to foster teacher commitment, while emphasizing the importance of encouraging supervisors' participation in teaching programs to increase teacher experience, enhance skills and knowledge, and deliver high-quality lessons.

Director of studies should focus on the advocacy roles for teacher to improve their job commitment. Schools should encourage the director of studies to take on advocacy roles, to advocate for the needs and concerns of teachers to the administration, and increase teacher job commitment.

The directors and principals of education are obligated to ensuring that teachers have access to professional development opportunities like workshops, seminars, and training sessions, aiming to enrich their expertise and understanding. It is crucial to cultivate a culture of ongoing learning and advancement, motivating teachers to actively pursue avenues for professional growth while offering essential assistance and resources.

5.6 Areas for further Research

The study offers significant understandings regarding how working conditions affects teacher performance. However, the descriptive statistics indicate that the participants rated both working conditions and teacher performance highly. This may be due to the study's urban location in Namugongo division, Wakiso district Uganda. To better understand the relationship between

working conditions and teacher performance, future research should explore these factors in rural areas. Furthermore, since the study relied heavily on quantitative methods, it may have lacked in-depth analysis. Therefore, future scholars should consider adopting a qualitative approach to gain a more comprehensive understanding.

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APPENDICES

Appendix I: Participant Consent Form

Study Title: Working Conditions and Teacher Performance in Selected Private Secondary Schools in Namugongo Division, Wakiso District, Uganda

Principal Investigator: Felista Apolot

Student ID: 17/U/14327/GMED/PD

Program: Master of Education in Policy, Planning, and Management

Kyambogo University

Introduction: I am conducting a research study titled "Working Conditions and Teacher Performance in Selected Private Secondary Schools in Namugongo Division, Wakiso District, Uganda" as part of my Master of Education in Policy, Planning, and Management program at Kyambogo University. The purpose of this study is to investigate the relationship between working conditions and teacher performance in private secondary schools. Your participation in this study is entirely voluntary, and before you decide whether to participate, it is essential that you understand the nature of the study, what your involvement will entail, and your rights as a participant.

Study Procedures: If you agree to participate in this study, you will be asked to complete a questionnaire. Your responses will be used to analyze the relationship between working conditions and teacher performance. The estimated time required for your participation is approximately break and lunch time.

Confidentiality: Your responses and any information collected during the study will be kept strictly confidential. Your name or any identifying information will not be associated with your responses in any report or publication resulting from this study. All data will be stored securely and accessible only to the research team.

Voluntary Participation: Your participation in this study is entirely voluntary. You have the right to refuse to participate or to withdraw from the study at any time without penalty or consequence. Your decision will not affect your relationship with Kyambogo University or the researcher.

Contact Information: If you have any questions about the study or your rights as a participant, please contact the Principal Investigator, Felista Apolot. If you have any concerns about the conduct of the study or wish to report a complaint, you may contact the Institutional Review Board (IRB) at Kyambogo University.

Consent: I have read and understood the information provided in this consent form. I have had the opportunity to ask questions and have received satisfactory answers. I voluntarily agree to participate in the study under the terms described above.

Participant's Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____

Appendix II: Questionnaire for secondary school teachers

A questionnaire to establish the relationship between working conditions and teachers' performance in private secondary schools in Namugongo division Wakiso district Uganda.

Dear respondent,

This study aims to explore the relationship between teachers' performance and working conditions in private secondary schools in the Namugongo division of Wakiso district, Uganda. I kindly ask for your help in completing the following questionnaire when you have some free time. Your honest responses are highly appreciated and will be kept confidential and anonymous. You can trust that any information you provide will be treated with the utmost confidentiality. The questionnaire has been organized into sections that align with the study's objectives. Section A covers general information about the teachers, while Section B focuses on the research objectives.

SECTION A- Personal Information

Kindly indicate your response by selecting the appropriate box.

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

Section B; Working conditions

Please indicate your level of agreement or disagreement with the following statements by selecting a number between 1 and 5, as indicated in the key.

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

INDEPENDENT VARIABLES: WORKING CONDITIONS						
SUPERVISOR SUPPORT						
No	Item Statement	1	2	3	4	5
1	Supportive relationship with supervisors lead to job commitment					
2	Supervisor's involvement in teaching programmes increase teacher experience					
3	Advocacy roles by director of studies improve teacher's job commitment					
4	Good working relationships with the head teacher increases teacher retention					
5	Regular supervision improves timely release of students' marks by teachers					
6	Support supervision increases teacher's competence					
Physical Work Environment						
1	Good office facilities help teachers fit in the place of work					
2	Open plan offices facilitate timely task completion					
3	Physical office setting and culture improve job satisfaction					
4	Job profile facilitates teacher's task completion					
5	Good room temperature helps reduce stress among the teachers					

6	Well-furnished offices facilitate students' assessment					
7	Favourable policies reduce complaints and absenteeism among teachers					
Performance review feedback						
1	Performance review feedback helps teachers to improve and consolidate their work					
2	The institution finds it easy to share positive and adequate feedback regarding performance					
3	Regular staff briefings help reduce errors among teachers					
4	The institution rarely criticizes poor teacher performance					
5	Proper information flow facilitates teacher job satisfaction					
6	Timely feedback leads to proper decision making					

Section C : TEACHER PERFORMANCE

Please indicate your level of agreement or disagreement with the following statements by selecting a number between 1 and 5, as indicated in the key.

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

		1	2	3	4	5
1	Teachers come very early to the college					
2	There is regular marking of tests and feedback to students					
3	Teachers always come with lesson plans in class					
4	Teachers actively participate in co-curricular activities					
5	There is regular testing and examination of students					
6	Teachers supervise all school activities including school classroom exercise					
7	There is regular attendance to class lessons by teachers					
8	Teachers are effective in maintenance of student's discipline					
9	The turn up of teachers in staff meetings is high					
10	There is regular attendance to extra lessons					

Appendix III: Letter of introduction



P. O. BOX 1, KYAMBOGO – KAMPALA, UGANDA
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SCHOOL OF EDUCATION

Department of Educational Planning and Management

Date: 24th March, 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FELISTA APOLOT- 17/U/14327/GMED/PD

This is to certify that Felista Apolot- 17/U/14327/GMED/PD is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on the topic titled:

“Working conditions and teacher performance in selected private secondary schools in Namugongo Division, Wakiso District, Uganda”

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.



Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT

Appendix IV: Sample size determination table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix V: Plagiarism Report

**WORKING CONDITIONS AND
TEACHER PERFORMANCE IN
SELECTED PRIVATE SECONDARY
SCHOOLS IN NAMUGONGO
DIVISION, WAKISO DISTRICT,
UGANDA**

by Felista Apolot

Submission date: 22-Mar-2024 04:06PM (UTC+0100)

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