



Original Research Article

Teachers' well-being and performance at government-aided primary schools in Rubanda District's Bubaare Sub-County

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Teachers' performance management is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the schools are more effectively achieved, while at the same time benefiting teachers. This study was carried out to establish the influence of teachers' welfare on their performance in government aided primary schools in Bubaare sub-county in Rubanda District South Western Uganda. The study used cross sectional survey research design. Qualitative approach was utilized for data collection and analysis Interviews guides were used to collect qualitative data while structured questionnaires instrument was used to collect quantitative data. The study participants were 74 teachers, 7 PTA leaders and 7 head teachers in the selected government aided primary schools in Bubaare sub-county, Rubanda District. The researchers used systematic analysis method to analyze quantitative data and thematic data analysis to analyse qualitative data. The study established that, teachers' welfare highly influenced teachers performance, and also, schools leaders' attitudes highly influenced the teachers' welfare in government aided primary schools in Bubaare sub-county, Rubanda District. Finally, it was recommended that government should put up strategies to ensure that staff accommodation /houses are conducive and adequate facilities are put in place for teachers satisfactory for improved performance, local communities and parents should support schools with provision of food items to make meals (balanced diet) available to teachers, government should appreciate the significance of medical services for teachers in order to perform and health insurance schemes should be made available to teachers, government should provide more educational facilities such as working tables, sitting facilities, teaching materials and infrastructural facilities and PTA leaders and other stake holders should put up strategies to provide teachers with allowances, good working conditions.

Keywords: Teachers' welfare, teachers' performance, school environment, government aided primary schools.

INTRODUCTION

The performance of employees is critical to the survival of the production process in organizations (Namuddu, 2010). Whether in educational or corporate settings, it is with

array that such production processes are supported by a well streamlined and purpose driven human labour which is willing and determined to challenge its self to the

maximum to meet set challenges (Emojong, 2014). In the general view, organizations should have interest in improving the welfare of their employees' remuneration, compensation, incentives and welfare in order to motivate, retain and develop. The welfare strategy is considered vital because the quality of teachers is crucial to any education system (Kitunga, 2009). Uganda has embarked on a major transformation with a vision to move from a peasant society to a modern and prosperous country by 2040 and education is seen as a key factor for the achievement of this objective (Kaur, 2015). Since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their skills' training improves.

Employee performance has become a common phrase among management scholars, consultants and reformers, not only for government aided organizations but also for the private sector (Bilal, 2016). To ensure that teachers perform their duties as educators, the Ministry of Education in Uganda has put in place quality assurance measures which include: the Directorate of Education Standards, District Education Officers (DEO), District Inspector of Schools (DIS), School Management Committees (SMC), and annual teacher appraisal forms.

This chapter explains the historical, theoretical, conceptual and contextual backgrounds of the study, Research Problem objectives, research questions, scope and the significance of the study.

Historical perspective

Welfare and performance of teachers are introduced to provide a comprehensive background for the study. Teachers' welfare can be traced from the Industrial Revolution in European countries. In early 1820s, workers started forming groups to address some of the challenges caused by the revolution and managers throughout the world have used it to enhance workers' performance since then (Kaur, 2017). According to Arena (2016) the concern for employee welfare was an effect of the industrial revolution on workers' working conditions. The social effects of the Industrial Revolution on factory workers were at times inhuman as it got workers' daily life arranged by factory hours in order to increase employee productivity.

Employee performance may be traced in the period of scientific management when early theorists promoted the ideals of setting performance standards and measuring work (Okwo, 2016). The question of measuring work came along with the modern study of government aided administration when people started advocating for rational, scientific management principles designed to improve community service (Romero, 2017). Employee performance was being undertaken a long time before the worldwide movement of New Government aided Management. But with the emergency of New Government aided Management, performance became more pronounced because of the demand for transparency and appropriate managerial methods of controlling and managing

administration in order to have value for money in the government aided sector.

Conceptual Perspective

The word performance may mean different things to different people depending on the perspective from which one approaches it. It may imply efficiency, economy, results, or return (profits) on investment (Siegel, 2016). Some scholars (Feng, 2015) have viewed performance as the behavioral aspect that defines the way in which organizations, teams and individual employees get work done; it is the output record of a specific job function or activity at a given time (Armstrong, 2016). Performance is the degree to which an employee and organizational goals are met. It comprises both behavior and outcomes (Feng, 2016). In this study teacher performance management is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the school are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance and professional development. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of pupils. Again, in this study teacher performance shall consider the extent to which the teacher achieves school objectives through lesson preparation which involve making schemes of work, lesson plans, record of work done, preparing and using learners registers, actual classroom teaching, assessment and evaluation of learners, attending staff meetings management of learners discipline, involvement in co-curricular activities counselling and guidance.

Theoretical Perspective

There are various theories that explain performance including Herzberg's two-factor theory (Herzberg, 1959), Abraham Maslow's hierarchy of need theory (Maslow, 1954) and B.F. Skinner's reinforcement theory (Skinner, 1953). However, this study adopted Herzberg (1959) two factor theory. This is because the theory highlights that the Headteachers must stress upon guaranteeing the adequacy of the hygiene factors to avoid teachers' dissatisfaction. Also, the Headteachers must make sure that the work is stimulating and rewarding so that the teachers are motivated to work and perform harder and better. This theory emphasize upon job-enrichment so as to motivate the employees. The job must utilize the teacher's skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

Herzberg (1950), "motivation-hygiene" theory of motivation proposes that certain "motivator" and "hygiene" factors can respectively affect job satisfaction and dissatisfaction. Considering "motivators," better on-the-job performance may increase motivation. However, work overload can become a dissatisfier. Devolving equal levels of authority and responsibility and providing appropriate

recognition may also serve to motivate. Likewise, providing opportunities for promotion and personal growth may maintain motivation, as might re-engineering of jobs so that work remains meaningful. Over time both salary and incentives may come to be viewed as entitlements and lose their ability to motivate. Other "hygiene" factors such as organizational policy and administrative structure, relations with others, job insecurity, physical working conditions, and quality of supervision can lead to job dissatisfaction. Hence, the theory of Herzberg (1959), usefully highlights many factors that may serve to motivate or demotivate employees. However, this theory does not reflect some of the realities of the modern health care work environment and these factors include;

Hygiene factors- Hygiene factors that emphasizes job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfier or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario.

Motivational factors- According to Herzberg (1959), the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the teachers for a superior performance. These factors are called satisfiers. These are factors involved in performing the job therefore teachers find these factors intrinsically rewarding

Contextual Perspective

The work of primary teachers is indispensable and it requires skills, in-depth knowledge, ability and a positive attitude of the teacher (Njoku, 2011), to improve the learning process of pupils in schools Teacher performance is still a critical factor in most developing countries that are implementing universal primary education where the pupils literate skills are still low (Ochwo, 2013).

Progress reports of Bubaare sub-county reveal that the education and sports sector consumed over 45% of their total district budgets and most of the funds were spent on primary teachers' salaries (Ochwo, 2013). However, many of the primary schools have not produced a single candidate in division one in the primary leaving examinations (PLE) for the last eight years. The district reports for (Financial Year 2019/2020) revealed that teacher absenteeism is still a serious challenge to many schools in Bubaare (DEO Rubanda, 2019, Annual report). There was also inadequate teacher lesson preparation, low syllabus coverage and late coming (Njoku, 2015). Some education stakeholders like UNATU attributed the declining quality of primary education poor teacher performance in government aided schools in

Uganda to low teacher incentives (Ssesamba, 2008). Bubaare continues to battle this challenge of poor performance.

Literature review

Literature review was reviewed basing on the objectives of the study namely:

To determine the influence of teachers' housing on their performance in government aided primary schools , to ascertain the influence of meals on the teachers' performance in government aided primary schools, to investigate the influence of medical care on the teachers' performance in government aided primary schools, to find out if the school environment has an influence on the teachers' performance in government aided primary schools, to examine how school leaders' attitudes influence teachers welfare in government aided primary schools

In 1959, Herzberg a behavioral scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction (Herzberg (1959). According to Herzberg (1959), the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction".

He classified these job factors into two categories-This study will adopt the Fredrick Herzberg (1959), theory. (Two factor theory). Herzberg divided the factors into motivating and hygiene factors.

Hygiene Factors

Hygiene factors are job factors which are essential for existence of motivation at workplace that do not lead to positive satisfaction for long-term and if these factors are absent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfier or maintenance factors as they are required to avoid dissatisfaction. The factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include: pay, fringe benefits, school policies and administrative policies.

Motivational Factors

According to Herzberg (1959), the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit.

Housing and Teachers' Performance

Universally, housing is accepted as the second most important human need after food, a fundamental human right and it is more than shelter (Dlamini, 2015). Housing may provide investment opportunities, offer shelter and improve on an employees' social and cultural status (Khan and Masoor, 2013). It is a symbol of achievement, and social acceptance and it in some way controls how the employee is perceived by family and others in the community (Tao, 2013). In many districts in Uganda, many teachers live in squatter settlements or slums without security of tenure and with poor housing-related services (UN-HABITANT Report, 2015). Housing is still beyond the reach of most members of the teaching profession and many families cannot afford basic and decent formal housing (Khan and Masoor, 2013).

Nhlabatsi and Dlamini (2015) carried out a case study survey to establish the factors that could enable Swaziland National Housing Board (SNHB) to successfully deliver affordable housing. The study revealed that SNHB was still struggling to deliver on its mandate and the housing prices were still high as those of the private sector. This implies that housing is still beyond the reach of most people in Swaziland. This study did not specifically address the issue of teachers' housing, more so its effect on teachers' performance.

Lyimo (2015) analyzed teachers' low payments in Tanzania using secondary schools in Moshi Rural District as a case study. This study revealed that less attention was being focused on teachers' material welfare in Tanzania and this was leading to teachers' energies being dissipated on other second jobs and moonlighting. The study further revealed that there was lack of adequate teachers' housing, leading to many of them staying away from school in rented houses. Whereas this study highlighted the effect of teachers' low pay on students' learning, it did not specifically address the effect of welfare on teachers' performance. Moreover, it was carried out in secondary schools in Moshi Rural District in Tanzania.

Provision of Meals and Teachers' Performance

Welfare may help minimize absenteeism and retain teachers in the teaching service which contributes to good quality government aided education. Welfare elicits high level of employee performance and if not provided, then workers may remain absent for a long time in order to escape from unhealthy working conditions (Krishna 2018). Welfare gives employees an environment to breathe an air of growth and development and think constructively, and help in improving the relationship between the workers and management. This may minimize strikes and absenteeism hence promoting efficiency and effectiveness (Souza, 2019). Food is universally accepted as the most important human need (Khan and Masoor, 2013).

Gulled (2016) has traced school feeding programs back to the mid nineteenth century in Europe in France when

the Paris guards established a fund for providing needy children with school lunches. It later spread to other countries like Japan and by late 1940s; it had been established in the United States of America and later to several other countries. As earlier noted, provision of meals such as break tea, lunch and evening tea does not only address the teachers' physical health but also helps the teacher have more time to attend to the learners and lesson preparations (Mudhasi, 2017). A number of studies have been done on school feeding programs and performance.

Donovan (2012) assessed the extent to which parents and school based stakeholders (principals, teachers, canteen managers and parents and citizen committee presidents) were supportive of potential expansions to a new school food policy in Australia. The research findings of this study revealed that parents and teachers were supportive of expansions of the existing and nominated policy components as other school stakeholders.

Medical Care and Teachers' Performance

Medical care in schools is associated with health services and health education which have been available for school children in Europe for a long time (Konu, 2016). Comprehensive school health programmes are now a concern of education stakeholders all over the world (Omolo, 2015). The provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators (Lyimo, 2014). Some studies have been done about school health care provisions and performance. For instance, according to the United Nations Education, Scientific and Cultural Organization (UNESCO, 2014), teacher turnover due to HIV/AIDS-related illness and death is becoming a chronic problem in Sub-Saharan Africa. It is acknowledged in this report that teachers' health is a critical factor in the provision of quality public primary education in developing countries (Businge 2016). However, these researchers did not specifically establish the effect of provision of medical care to teachers on their performance in government aided primary schools in Rubanda district in Uganda.

Schwandt (2015) undertook a study to evaluate a programme aimed at making schools safe for girl learners in order to minimize girls' vulnerability to HIV in Botswana, Malawi and Mozambique. This study involved 1,249 adolescent girls and its findings revealed that the communication intervention both empowers and challenges school management to create safer environments for school girls and have positive effects in influencing change. Whereas this study highlighted medical issues in schools, it was more concerned with students and not teachers. It was more interested in engaging school management in making schools safer for girls. It did not consider provision of medical care to teachers and its effect on their performance. It was carried out in Botswana, Malawi and Mozambique unlike the present research that was done in government aided primary schools in

Rubanda district in Uganda.

Providing Allowances on the Performance of Teacher in Primary Schools

Allowances are some of the benefits of the teachers that are supposed to earn while performing their duties as educators (MoES, 2013) and several students have been done on employee performance.

Lyimo (2014) investigated teachers' low payments in secondary schools in Moshi Rural District in Tanzania. This study found out that teachers' allowances such as leave allowances had been abolished in the 1980s when the government implemented the structural Adjustment program (SAP) conditionalities of the World Bank and the International Monetary Fund. This situation negatively affected teachers' living conditions and motivation. The study also revealed that students' academic performance to some extent depends on how teachers' motivation is handled. Whereas this study revealed the low pay of teachers, it was carried out in secondary schools and was more concerned with the effect of low teachers' pay on students' academic performance in secondary schools in Moshi Rural District. It also employed a purely qualitative research approach in the collection and analysis of data.

Kadzamira (2016) analyzed Teacher Motivation and incentives in Malawi and found out that teachers' pay at both primary and secondary school level was inadequate to meet minimum basic needs for food, transport and clothing. The researcher recommended hardship allowances for teachers working in the remote and hard-to-reach rural schools. Meanwhile, Evans (2008) carried out an investigation on the relationship between the school level of funding and performance at Kenya Certificate of Secondary Education in Mumias District, Kenya. The findings revealed a significant correlation between students' performance in the Kenya Certificate of Secondary Education and school level of funding. The researchers recommended that for performance to improve there was need for support to schools with learning resources and this implied more funding.

In Uganda, Nairuba (2011) carried out a study on the effect of motivational practices on teachers' performance among secondary schools in Jinja. The researcher found out that some benefits like allowances, promotion and praise depended on the availability of funds and management's perception and they had an effect on teachers' performance. She also found a very weak relationship between motivational practices and teachers' performance in secondary schools in Jinja. The study concluded that there are other factors that could be affecting teachers' performing in the schools.

School Environment and Teachers' Performance

As earlier noted, the school environment in primary schools is a hierarchical system with many sub systems such as the classroom, the blackboards, school compound,

sanitation, toilets and urinals, staffroom, sitting facilities, teaching and learning materials, leadership styles of the head teachers, monitoring and evaluation, the school neighborhood and the community (Moore, 2012). Several studies have been done on the environment and performance in schools. For instance, Moore (2012) investigated the role of school environment in teacher dissatisfaction among U.S government aided school teachers.

Eacott (2012) investigated the leadership practices of educational managers in Australia. The study found out that education leadership practitioners would benefit from having an instrument that could be used in the monitoring of their practice. Meanwhile, Bilal (2012) carried out a study on job satisfaction of university teachers: Impact of working conditions and compensation in Islamabad, Pakistan. The study found a positive relationship between working conditions, rewards and leadership and administrative support and job satisfaction of university teachers. The working conditions (environment included administrative support, teachers control over the workplace, cooperation from colleagues, resources needed to teach and not burdened with non-teaching duties).

Similarly, Shakil and Lodhi (2011) sought to find out the main reasons of declining education standards at secondary level in Karachi, Pakistan. They found out that ineffective administration, non flexible curriculum and outdated teaching methods used by teachers, improper health facilities, imperfect evaluation system and bad inspection and lacking of co-curricular activities were the reasons for the declining education standards at secondary level in Karachi, Pakistan. They recommended improved curriculum, effective administration, proper health facilities, modern teaching methods, proper inspection and evaluation and opportunities for participation in different co-curricular activities.

Mascall (2018), used the term collective leadership to include the joint effects of all sources of leadership, including principals, teachers, parents, pupils, and community members. Hallinger (2010), described team-oriented, shared, and collaborative leadership as similar concepts that collectively combine both formal and informal leadership roles. Researchers have also operationalized distributed leadership as similar to shared and collaborative leadership.

Progress reports of Bubaare sub-county reveal that the education and sports sector consumed over 45% of their total district budgets and most of the funds were spent on primary teachers' salaries (Ochwo, 2013). However, many of the primary schools have not produced a single candidate in division one in the primary leaving examinations (PLE) for the last eight years. The district reports for (Financial Year 2019/2020) revealed that teacher absenteeism is still a serious challenge to many schools in Bubaare (DEO Rubanda, 2019, Annual report). There was also inadequate teacher lesson preparation, low syllabus coverage and late coming (Njoku, 2015). Some education stakeholders like UNATU attributed the declining quality of primary education

poor teacher performance in government aided schools in Uganda to low teacher incentives (Ssesamba, 2018). Bubaare continues to battle this challenge of poor performance.

Research Gap

The geographical gap was identified as no research has ever been carried out on the teachers' welfare and their performance in government aided primary school with reference to Bubaare sub-county, Rubanda District. This has left a wider knowledge gap hence the need for this study. The available literature on teachers' welfare and their performance was carried out in the past and does not match with the current trends hence the need for this study with specific reference to Rubanda district. It is also paramount to note that, different research methods like documentary analysis have previously been used to study the teachers' welfare and their performance. This study will use a mixed method research design to investigate teachers' welfare and their performance in government aided schools in Bubaare sub-county, Rubanda district.

The Purpose of the study

The purpose of study was to establish the relationship between teachers' welfare and teachers' performance in government aided primary schools in Bubaare sub-county, Rubanda District, South Western Uganda.

Objectives of the Study

To determine the influence of teachers' housing on their performance in government aided primary schools in Bubaare Sub County.

To ascertain the influence of meals on the teachers' performance in government aided primary schools in Bubaare Sub County.

To investigate the influence of medical care on the teachers' performance in government aided primary schools in Bubaare Sub County.

To find out if the school environment has an influence on the teachers' performance in government aided primary schools in Bubaare Sub County.

To examine how school leaders' attitudes influence teachers welfare in government aided primary schools in Bubaare Sub- County.

METHODOLOGY

Mixed method approach was used in this study. Mixed method refers to an emergent methodology of research that advances the systematic integration of qualitative data within a single investigation or sustained program of inquiry (Creswell, 2013). A cross-sectional research design was adopted to facilitate data collection at one point in time point. Mugenda and Mugenda (2003) opines that a cross-

sectional research design is a research plan that is concerned with systematic description of the characteristics of an event, place, population or item being studied at a given time.

Yamane formula (1967) of sample size determination was adopted. Therefore the sample size of the study was comprised of 88 respondents out of 104 total population. The study used both simple random sampling and purposive sampling techniques. Purposive sampling was used to select key informants including seven Headteachers and seven PTA members from the seven schools. Also simple random sampling was used by the researcher to ensure that all respondents have an equal chance of being selected for the study.

Data Collection Instruments.

A questionnaire is a carefully designed form consisting of interrelated questions or statements prepared by the researcher about the research problem under investigation, based on objectives of the study (Amin, 2005). A close ended questionnaire was used to collect data from survey respondents.

Interview guide is a set of questions that a researcher asks when interviewing respondents in order to obtain data required to meet the objectives of the study (Picho, 2014). The interview guide has the questions and topics that the researcher used as a guide to collect data from the PTA leaders and Headteachers.

Research Procedure

The researcher got a letter of introduction from the Directorate of Post Graduate studies at Kabale University to conduct the research. The researcher presented the letter to the Heads of schools to carry out the study. Appointments were made with the Head teachers on when to conduct the interviews. The researcher presented consent forms to the respondents and only those who accepted participated in the study.

Data Analysis

Data analysis is the process of bringing order structure and meaning to the mass of information gathered (Mugenda and Mugenda 1999). The study has both quantitative and qualitative data and these were analyzed separately.

According to Amin (2005), the aim of data analysis is to reduce and to synthesize information to make sense, and to allow an inference about the population. After collecting data, the researcher checked for the completeness of the questionnaires. The responses were edited, coded and scored. The scores for each respondent were totaled to obtain their final raw score. Data were analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 23.0. This program is appropriate because the large sample which cannot be analyzed manually. It was necessary to calculate the extent of responses in each item in order to

help draw up conclusions. The responses to the five point Likert scale are coded as: Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5). However, responses at strongly agree and agree implied agreement while responses at disagree and strongly disagree implied disagreement.

The data was analyzed using frequencies, percentages and mean analysis. Descriptive statistics (frequencies and percentages) were done to justify the representative of the respondents' perception, views and opinion.

Qualitative data from open ended questions as well as interviews were analysed thematically. This was done by narrative as recorded during face to face interview and through observation. The researcher used a quick impressionist summary in analyzing qualitative data; summarized key findings by noting down the frequent responses of the respondents during the interview on various issues concerning housing, meals, medical care and school environment and their effect on performance of primary school teachers in Bubare sub-county. This technique of qualitative data analysis has been chosen because it saves time and it is not very expensive. Interviews were listened to attentively, in order to identify the emerging themes and through sorting, recording and interpretation of the meaning data.

RESULTS AND DISCUSSION

This chapter presents the conclusions and recommendations of the study in reference to the relationship between teachers' welfare and teachers' performance in government aided primary schools in Bubaare Sub-county, Rubanda district, Uganda. The conclusions are drawn from lessons learnt in alignment with the objectives and recommendations thereof. Areas of further research that can supplement this study are also suggested

The results show that simple majority 28(38.4%) of the teachers had been in service working as a primary school teacher for more than 6 years, followed by those who have experience of 3-4 years 20(27.4%), while only few teachers had been in service for 1-2 years. The finding shows that teachers were old in the schools hence more familiar with the tradition of the schools and the management tasks expected of them.

On the response of education level, the results reveal that 17(23.3%) of the respondents involved in the study were holders of Certificate, 40(54.8%) of the respondents were Diploma holders, 16(21.9%) of them possessed a Bachelor's degree while none of them possessed a postgraduate degree. Therefore, majority of the respondents had Certificates and Diplomas.

H1: The influence of teachers' housing on their performance in government aided primary schools in Bubaare Sub County

The findings revealed that 46 (63.0%) of the respondents

(teachers) were in disagreement that schools have enough teachers' houses to enable regular attendance to all lessons by teachers, 23(31.5%) were in agreement while 4(5.5%) were undecided. This implies that schools do not have enough teachers' houses to enable regular attendance to all lessons by teachers.

The study findings also revealed that 51(69.9%) were in disagreement that all teachers' houses are within the school compound to help them to arrive early at school to prepare their lessons in time, 19(26.0%) were in agreement while 3(4.1%) were undecided. It means that not all teachers' houses are within the school compound to help them to arrive early at school to prepare their lessons in time.

The study finding further revealed that 64(87.7%) of the respondents were in disagreement that non accommodated teachers are regularly paid allowances for them to create a friendly learning environment, 5(6.9%) were in agreement while 4(5.5%) were undecided. It means that non accommodated teachers are not regularly paid allowances for them to create a friendly learning environment.

The finding also revealed that the Majority 61(83.6%) of the respondents were in disagreement that all teachers are always housed by the school for them to maintain learners' records safely, 11(15.1%) were in agreement while 1(1.4%) were undecided. It means that not all teachers are always housed by the school for them to maintain learners' records safely.

The findings revealed that 35(47.9%) of the respondents were in disagreement that head teachers are housed by the school for them to assess their teachers properly, 33(45.2%) were in agreement while 5(6.8%) were undecided. It means that head teachers are not housed by the school for them to assess their teachers properly.

Also majority 45(61.7%) of the respondents were in agreement that some teachers are housed by the school enabling them the routine assessment of learners at school, 23(31.5%) were in disagreement while 5(6.8%) of the respondents were undecided. It means that some teachers are housed by the school enabling them the routine assessment of learners at school.

Simple majority 39(53.4%) of the respondents were in disagreement that teachers stay near the school for efficient counseling and guidance of learners at school, 33(45.2%) of the respondents were in agreement while 1(1.4%) were undecided. It means that teachers do not stay near the school for efficient counseling and guidance of learners at school.

Lastly the findings also majority 50(68.5%) of the respondents were in agreement that the school management is concerned with teachers' needs to conduct remedial lessons for slow learners, 23(31.5%) of the respondents were in disagreement.

H2: The Influence of Meals on the Teachers' Performance in Government Aided Primary schools in Bubaare Sub County.

The study findings revealed that the majority 57(78.1%) of the respondents (teachers) were in agreement that schools

always provide teachers with break tea, 16(21.9%) of the respondents were in disagreement. This implies that schools always provide teachers with break tea.

The study finding also 56(76.7%) of the respondents were in agreement that schools regularly provide food to teachers at lunch time, 14(19.1%) of the respondents were in disagreement while 13(4.1%) of the respondents were undecided. It means that schools regularly provide food to teachers at lunch time.

The study finding also showed that 58(79.5%) of the respondents were in disagreement that schools regularly provide evening tea to teachers, 6(8.2%) of the respondents were in agreement while 9(12.3%) were undecided. It means that schools do not regularly provide evening tea to teachers.

Overwhelming majority 67(91.8%) were in agreement that feeding teachers at schools makes them healthy, 3(4.1%) of the respondents were in disagreement while 3(4.1%) were undecided. It means that feeding teachers at schools makes them healthy.

Overwhelming majority 69(94.6%) of the respondents were in agreement that feeding teachers at schools makes them feel comfortable, 4(5.5%) were in disagreement. It means that feeding teachers at schools makes them feel comfortable.

The findings revealed that 67(91.8%) of the respondents were in agreement that provision of meals to teachers makes them feel valued, 5(6.9%) were in disagreement while 1(1.4%) were undecided. It means that provision of meals to teachers makes them feel valued.

The study findings further revealed that 68(93.2%) of the respondents were in agreement that provision of meals to teachers leads to high teacher morale, 4(5.5%) of the respondents were in disagreement while 1(1.4%) were undecided. It means that provision of meals to teachers leads to high teacher morale.

The findings also showed that 67(91.8%) of the respondents were in agreement that feeding teachers makes them interested in their work at school, 4(5.5%) were in disagreement while 2(2.7%) were undecided. It means that feeding teachers makes them interested in their work at school.

The study finding also showed that 46(63.0%) of the respondents were in agreement that feeding teachers makes them to attend staff meetings, 24(32.8%) were in disagreement while 3(4.1%) were undecided. It means that feeding teachers makes them to attend staff meetings.

Overwhelming majority 67(91.8%) were in agreement that feeding teachers enhances actual teaching of pupils, 5(6.8%) were in disagreement while 1(1.4%) were undecided. It means that feeding teachers enhances actual teaching of pupils.

Overwhelming majority 68(93.2%) were in agreement that provision of meals to teachers helps them to have ample time at schools, 5(6.8%) were in disagreement. It means that provision of meals to teachers helps them to have ample time at schools.

Majority 53(72.6%) were in agreement that provision of

meals minimizes teachers' absenteeism, 18(24.7%) were in disagreement while 2(2.7%) were undecided. It means that provision of meals minimizes teachers' absenteeism.

The study findings revealed that the majority 57(78.1%) of the respondents were in agreement that feeding teachers leads to teachers regular assessment of the learners, 10(13.7%) were in disagreement while 6(8.2%) were undecided. It means that provision of meals minimizes teachers' absenteeism.

Overwhelming majority 72 (98.6%) of the respondents were in agreement that provision of lunch to teachers enhances time management for afternoon lessons, 1(1.4%) of the respondents were in disagreement. It means that provision of lunch to teachers enhances time management for afternoon lessons.

Lastly the study findings also revealed that the Majority 44(60.3%) of the respondents were in agreement that feeding teachers always leads to their management of learner's register, 25(34.2%) of the respondents were in disagreement while 4(5.5%) of the respondents were undecided. It means that feeding teachers always leads to their management of learner's register

H3: The Influence of Medical Care on the Teachers' Performance in Government Aided primary Schools in Bubaare Sub County

The study findings show that majority 47(64.4%) of the respondents (teachers) were in disagreement that schools always provides first aid to teachers, 10(13.7%) of the respondents were in agreement while 16 (21.9%) were undecided. This implies that schools do not always provides first aid to teachers.

The results also showed that 54(74.0%) of the respondents were in disagreement that schools have sick bays for all teachers, 3(4.1%) of the respondents were in agreement while 16(21.9%) of the respondents were undecided. It means that schools do not have sick bays for all teachers.

The results revealed that the majority 48(65.8%) of the respondents were in agreement that schools always collaborates with the nearest dispensary in providing medical care to teachers, 24(32.8%) were in disagreement while 1(1.4%) of the respondents were undecided. It means that schools always collaborates with the nearest dispensary in providing medical care to teachers.

The study findings further revealed that 66(90.4%) of the respondents were in agreement that provision of medical care enhances teachers' lesson preparations, 3(4.1%) were in disagreement while 4(5.5%) were undecided. It means that provision of medical care enhances teachers' lesson preparations.

The results also showed that 65(89.1%) of the respondents were in agreement that medical care leads to teachers preparation of lesson plans, 4(5.5%) of the respondents were in disagreement while 4(5.5%) of the respondents were undecided. It means that medical care leads to teachers preparation of lesson plans.

The study findings revealed that 66(90.4%) were in agreement that provision of medical care influences teacher's participation in co-curricular activities, 5(6.9%) of the respondents were in disagreement while 2(2.7%) were undecided. It means that provision of medical care enhances teachers' lesson preparations.

The study findings also showed that 47(64.4%) of the respondents were in agreement that teachers medical care by the school leads to pupil discipline management, 31(28.8%) of the respondents were in disagreement while 5(6.8%) of the respondents were undecided. It means that teachers medical care by the school leads to pupil discipline management.

The findings further revealed 56(76.7%) of the respondents were in agreement that provision of medical care to teachers makes them to counsel and guide pupils at school, 8(11.0%) were in disagreement while 9(12.3%) of the respondents were undecided. It means that provision of medical care to teachers makes them to counsel and guide pupils at school.

The results indicated 44(60.3%) of the respondents were in agreement that provision of medical care makes teachers to attend staff meeting, 27(37.0%) were in disagreement while 2(2.7%) were undecided. It means that provision of medical care makes teachers to attend staff meeting.

Overwhelming majority 66(90.4%) were in agreement that medical care for teachers leads to their actual teaching, 3(4.1%) were in disagreement while 4(5.5%) were undecided. It means that medical care for teachers leads to their actual teaching.

The study findings continued to show that 55(75.3%) of the respondents were in agreement that medical care for teachers leads to their preparation of record of work covered, 16(21.9%) of the respondents were in disagreement while 2(2.7%) of the respondents were undecided. It means that medical care for teachers leads to their preparation of record of work covered.

The finding also 63(86.3%) were in agreement that teacher medical care minimizes teachers absenteeism, 5(6.8%) were in disagreement while 5(6.8%) of the respondents were undecided. It means that teacher medical care minimizes teachers absenteeism.

Lastly the results revealed that 61(83.6%) of the respondents were in agreement that provision of medical care to teachers leads to their regular assessment of the pupils, 11(15.1%) of the respondents were in disagreement while 1(1.4%) of the respondents were undecided. It means that provision of medical care to teachers leads to their regular assessment of the pupils

H4: The School Environment has an Influence on the Teachers' Performance in Government Aided Primary Schools in Bubaare Sub County

The study results showed that 69.8% of the respondents (teachers) were in agreement that schools have enough classrooms for every class, 22(30.2%) of the respondents were in disagreement. This implies that schools do have

enough classrooms for every class.

The results also showed that 45 (61.6%) of the respondents were in agreement that their schools' classrooms have good chalk boards, 28(38.4%) were in disagreement. It means that teachers were opinion that their schools' classrooms have good chalk boards.

The study findings revealed that 50 (68.5%) were in agreement that schools have good sanitation for teachers, 22(30.1%) were in disagreement while 1(1.4%) were undecided. It means that schools have good sanitation for teachers.

The findings further revealed that 52(71.2%) of the respondents were in agreement that schools have good latrines for teachers, 21(28.8%) of the respondents were in disagreement. It means that schools have good latrines for teachers.

Majority 48(65.8%) were in agreement that schools have separate latrines for female and male teachers, 22(30.1%) were in disagreement while 4.1% were undecided. It means that schools have separate latrines for female and male teachers.

Overwhelming majority 66 (90.4%) were in agreement that their schools have staff rooms, 7(9.5%) were in disagreement. It means that their schools have staff rooms.

The finding further revealed that 60(82.2%) of the respondents were in agreement that schools' staff rooms have working tables for teachers, 13(17.8%) of the respondents were in disagreement. It means that schools' staff rooms have working tables for teachers.

The study findings continued to show that 50(68.5%) of the respondents were in agreement that all classrooms have enough sitting facilities for pupils, 23(31.5%) of the respondents were in disagreement. It means that all classrooms have enough sitting facilities for pupils.

Other findings revealed that 58(79.5%) of the respondents were in agreement that staff rooms have sitting facilities for all teachers, 16(20.6%) of the respondents were in disagreement. It means that staff rooms have sitting facilities for all teachers.

The study finding further revealed that majority 51 (69.9%) of the respondents were in agreement that schools' environments influence teachers' preparation of schemes of work, 14(19.2%) of the respondents were in disagreement while 8(11.0%) of the respondents were undecided. It means that schools' environments influence teachers' preparation of schemes of work.

The findings also revealed that 55(75.4%) of the respondents were in agreement that working tables promote teachers preparation of lesson plans, 18(24.7%) of the respondents were in disagreement. It means that working tables promote teachers preparation of lesson plans.

The study findings continues to show that 62(85.0%) were in agreement that classroom sitting facilities enhances teachers' management of pupils discipline, 11(15.1%) were in disagreement. It means that classroom sitting facilities enhances teachers' management of pupils' discipline.

Also 62(84.9%) of the respondents were in agreement

that good school sanitation positively influences teachers, 10(13.7%) of the respondents were in disagreement while 1(1.4%) are undecided. It means that good school sanitation positively influences teachers.

52(71.2%) of the respondents were in agreement that there are provisions of separate latrines for male and female teachers, 15(20.6%) of the respondents were in disagreement while 6(8.2%) of the respondents were undecided. It means that there are provisions of separate latrines for male and female teachers.

The findings also revealed that 42(57.6%) of the respondents were in agreement that the provisions of sitting facilities in the staffroom affect teachers, 25(34.2%) of the respondents were in disagreement while 6(8.2%) of the respondents were undecided. It means that the provisions of sitting facilities in the staffroom affect teachers.

The study findings also revealed that 42 (57.6%) of the respondents were in disagreement that lack of chalkboards in classrooms have no effect on teachers, 24(32.8%) of the respondents were in agreement while 7(9.6%) of the respondents were undecided. It means that lack of chalkboards in classrooms have effects on teachers.

Lastly the study findings showed that 34 (46.6%) of the respondents were in disagreement that sitting facilities for teachers affect counseling and guidance, 29(39.7%) of the respondents were in agreement while 10(13.7%) of the respondents were undecided. It means that sitting facilities for teachers do not affect counseling and guidance

H5: School leaders' Attitudes and Teachers' Welfare in Government Aided Primary Schools in Bubaare Sub County

The results on School leaders' Attitudes and Teachers' Welfare in Government Aided Primary Schools in Bubaare Sub County indicated that 53(72.6%) of the respondents (teachers) were in agreement that schools' leaders are supportive in providing welfare, 15(20.5%) of the respondents were in disagreement while 5(6.8%) of the respondents were undecided. This implies that schools' leaders are supportive in providing welfare to their teachers.

The study findings revealed that 48(65.8%) were in agreement that school leaders are happy with the welfare given to teachers, 20(27.4%) were in disagreement while 5(6.8%) were undecided. It means that school leaders are happy with the welfare given to their teachers.

The findings further revealed that 44(60.3%) were in agreement that school leaders try to mobilize welfare for teacher, 25(34.2%) of the respondents were in disagreement while 4(5.5%) of the respondents were undecided. It means that school leaders try to mobilize welfare for their teacher.

Lastly the findings showed that 50 (78.5%) of the respondents were in agreement that school leaders are contributing to teachers welfare, 21(28.8%) were in disagreement while 2(2.7%) of the respondents were

undecided. It means that school leaders are contributing to their teachers' welfare.

DISCUSSION

The study findings were discussed basing on the research objectives and shown below:

Basing on the objective one; the study findings on the influence of teachers' housing on their performance in government aided primary schools in Bubaare Sub County revealed the following: school has enough teachers' houses to enable regular attendance to all lessons by teachers and this was in agreement with 33 of the number of respondents, the findings further revealed that all teachers' houses are within the school compound to help them to arrive early at school to prepare their lessons in time this accounted 19 of the respondents who were in agreement with the statement. Other respondents agreed that; non accommodated teachers are regularly paid allowances for them to create a friendly learning environment, all teachers are always housed by the school for them to maintain learners' records safely, the head teacher is housed by the school for him to assess his teachers properly, some teachers are housed by the school enabling them the routine assessment of learners at school, teachers stay near the school for efficient counseling and guidance of learners at school, the school management is concerned with teachers' needs to conduct remedial lessons for slow learners. This was also in line with Venkata and Lokanadha (2015), who noted that housing teachers is meant to make their work easier and enjoyable so that they may concentrate on their duties as educators. They further agreed that teacher does not need to walk or travel a long distance to school and this may minimize absenteeism, late coming; and it also enhances a teachers' status.

Basing on the objective two; the study findings on the influence of meals on the teachers' performance in government aided primary schools in Bubaare Sub County revealed that; school should always provides teachers with break tea and this was in agreement with 57 of the number of respondents, school regularly provides food to teachers at lunch time this was in agreement with with 56% of the number of respondents. other respondents mentioned school regularly provides evening tea to teachers, feeding teachers at school makes them healthy, feeding teachers at school makes them feel comfortable, provision of meals to teachers makes them feel valued, provision of meals to teachers leads to high teacher morale, feeding teachers makes them interested in their work at school, feeding teachers makes them to attend staff meetings, feeding teachers enhances actual teaching of pupils, provision of meals to teachers helps them to have ample time at school, provision of meals minimizes teacher absenteeism, feeding teachers leads to teachers regular assessment of the learners, provision of lunch to teachers enhances time management for afternoon lessons, feeding teachers always leads to their management of learner's register. This was in

agreement with Gulled (2011) who has traced school feeding programs back to the mid nineteenth century in Europe in France when the Paris guards established a fund for providing needy children with school lunches.

Basing on the objective three; the study finding further indicated the following as the influence of medical care on the teachers' performance in government aided primary schools in Bubaare Sub County. These included; the school always provides first aid to teachers with 13% of the total number of respondents who were in agreement with the statement, also 4.1% of the respondents the school has a school sick bay for all teachers, other respondent agreed that the school always collaborates with the nearest dispensary in providing medical care to teachers, provision of medical care enhances teachers' lesson preparations, medical care leads to teachers preparation of lesson plans, provision of medical care influences teacher's participation in co-curricular activities, teachers medical care by the school leads to pupil discipline management, provision of medical care to teachers makes them to counsel and guide pupils at school, provision of medical care makes teachers to attend staff meeting, medical care for teachers leads to their actual teaching, medical care for teachers leads to their preparation of record of work covered, teacher medical care minimizes teachers absenteeism, provision of medical care to teachers leads to their regular assessment of the pupils. This was also in agreement with Lyimo (2014), who noted that medical care in schools is associated with health services and health education which have been available for school children in most countries for a long time. He further argued that provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators.

The study findings more so on objective four indicated if the school environment has an influence on the teachers' performance in government aided primary schools in Bubaare Sub County thus the school has to be having enough classrooms for every class this was in agreement with 69.8% of the respondents, 61.6% of respondents agreed that all classrooms have good chalk boards, other respondents also revealed that the school has good sanitation for teachers, the school has good latrines for teachers, the school has separate latrines for female and male teachers, the school has a staff room, the staff room has working tables for teachers, all classrooms have enough sitting facilities for pupils, the staff room has sitting facilities for all teachers, the school environment influences teachers' preparation of schemes of work, working tables promote teachers preparation of lesson plans, classroom sitting facilities enhances teachers' management of pupils discipline, good school sanitation positively influences teachers, provision of separate latrines for male and female teachers, provision of sitting facilities in the staffroom affect teachers, lack of chalkboards in classrooms have no effect on teachers, sitting facilities for teachers affect counseling and guidance. This was also in agreement with Moore (2012), who noted that the school environment is a hierarchical system with

many sub systems such as the classroom, the blackboards, school compound, sanitation, toilets and urinals, staffroom, sitting facilities, teaching and learning materials, leadership styles of the head teachers, monitoring and evaluation, the school neighborhood and the community.

Lastly on the objective five; the study findings showed how school leaders' attitudes influence teachers welfare in government aided primary schools in Bubaare Sub County revealed that the school leaders are supportive in providing welfare this was supported by 72.6% of the number of respondents, 65.8% of the respondents agreed that the school leaders are happy with the welfare given to teachers, the school leaders try to mobilize welfare for teachers and the school leaders are contributing to teachers welfare. This was inline with Leithwood and Jantzi (2000) who argued that school leadership had significant and indirect effects on survey reports of teachers' engagement, whereas leadership was not related to student engagement. They further found out that neither source of leadership had a statistically significant relationship with student engagement once students' family background characteristics were included in the analysis. They did not examine measures of student achievement. Leadership work builds on this limited research base, studying the ways in which school leadership influence teachers' performance. The findings further revealed that school leadership plays a significant mediating role in the relationship between teachers' leadership, teachers' welfare and pupils learning, it is also important to understand how school and teacher leadership connects to pupils learning. It is well established that school leaders have mostly indirect effects on teachers' performance outcomes through providing welfare facilities in time, but there is less clarity on what the critical mediating processes are and how they matter for student achievement. Often, studies have focused on a single mediating process or on an overall combined measure of school organizational capacity that includes multiple processes. Hallinger (2010) used a measure of academic capacity as the central mediating variable linking school leadership and student outcomes.

Conclusion

The conclusions were based on the five objectives of the study : To determine the Influence of Teachers' Housing on their Performance in Government Aided Primary Schools in Bubaare Sub County. The study concluded that schools do not have enough teachers' houses to enable regular attendance to all lessons by teachers, not all teachers' houses are within the school compound to help them to arrive early at school to prepare their lessons in time, non accommodated teachers are not regularly paid allowances for them to create a friendly learning environment, not all teachers are always housed by the school for them to maintain learners' records safely, not all head teachers are housed by the school for them to assess their teachers

properly, some teachers are housed by the school enabling them the routine assessment of learners at school, teachers do not stay near the school for efficient counseling and guidance of learners at schools and the schools' managements are concerned with teachers' needs to conduct remedial lessons for slow learners. The study established that there is a high influence of teachers' housing on their performance in government aided primary schools in Bubaare Sub County.

The study concludes basing on second objective to Ascertain the Influence of Meals on the Teachers' Performance in Government Aided Primary Schools in Bubaare Sub County. The study concluded that schools always provide teachers with break tea, schools regularly provide food to teachers at lunch time, schools do not regularly provide evening tea to teachers, feeding teachers at schools makes them healthy, feeding teachers at schools makes them feel comfortable, provision of meals to teachers makes them feel valued, provision of meals to teachers leads to high teacher morale, feeding teachers makes them interested in their work at school, feeding teachers makes them to attend staff meetings, feeding teachers enhances actual teaching of pupils, provision of meals to teachers helps them to have ample time at schools, provision of meals minimizes teachers' absenteeism, provision of meals minimizes teachers' absenteeism, provision of lunch to teachers enhances time management for afternoon lessons and feeding teachers always leads to their management of learner's register. The study established that there is a very high influence of meals on the teachers' performance in government aided primary schools in Bubaare Sub County.

The study findings also concludes by showing schools do not always provides first aid to teachers, schools do not have sick bays for all teachers, schools always collaborates with the nearest dispensary in providing medical care to teachers, provision of medical care enhances teachers' lesson preparations, medical care leads to teachers preparation of lesson plans, provision of medical care enhances teachers' lesson preparations, teachers medical care by the school leads to pupil discipline management, provision of medical care to teachers makes them to counsel and guide pupils at school, provision of medical care makes teachers to attend staff meeting, medical care for teachers leads to their preparation of record of work covered, teacher medical care minimizes teachers absenteeism and provision of medical care to teachers leads to their regular assessment of the pupils. The study established that there is a high influence of medical cares on the teachers' performance in government aided primary schools in Bubaare Sub County.

The study findings on objective four concludes by schools do have enough classrooms for every class, teachers were opinion that their schools' classrooms have good chalk boards, schools have good sanitation for teachers, schools have good latrines for teachers, schools have separate latrines for female and male teachers, schools have staff

rooms, schools' staff rooms have working tables for teachers, all classrooms have enough sitting facilities for pupils, staff rooms have sitting facilities for all teachers, schools' environments influence teachers' preparation of schemes of work, working tables promote teachers preparation of lesson plans, classroom sitting facilities enhances teachers' management of pupils discipline, good school sanitation positively influences teachers, there are provisions of separate latrines for male and female teachers, the provisions of sitting facilities in the staffroom affect teachers, lack of chalkboards in classrooms have effects on teachers and sitting facilities for teachers do not affect counseling and guidance. The study established that there is a very high influence of school environment on the teachers' performance in government aided primary schools in Bubaare Sub County.

On objective five, the study concluded that schools' leaders are supportive in providing welfare to their teachers, school leaders are happy with the welfare given to their teachers, school leaders try to mobilize welfare for their teacher and school leaders are contributing to their teachers' welfare. The study established that there is a very high influence of school leaders' attitudes on the teachers' welfare in government aided primary schools in Bubaare Sub County.

Recommendations

In regard to the findings and drawn conclusions, the following recommendations were made to different education stake holders:

The study recommended that government should to put up strategies to ensure that staff accommodation/houses are conducive and adequate,

The researcher recommends that adequate facilities are put in place for teachers satisfactory for improved performance.

Housing loans should be made available to teachers to make them discharge their duties with utmost good faith.

The study recommended that local communities and parents should support schools with provision of food items to make meals (balanced diet) available to teachers which will enable them to improve their performance.

The study recommended that government should appreciate the significance of medical services for teachers in order to perform and health insurance schemes should be made available to teachers to make them discharge their duties for better performance.

Teachers should be given medical cares at school and collaboration with nearest dispensary as it reduces teachers' expenditure.

The study recommended that government should provide more educational facilities such as working tables, sitting facilities, teaching materials and infrastructural facilities for the preparation of teachers so that they can scheme and lesson plan which would enhance teachers' performance.

The study recommended that PTA leaders and other stake holders should put up strategies to provide teachers with allowances, good working conditions to enable teachers concentrate on their professional tasks.

Conflict of interests

The authors declare that there is no conflict of interests regarding the publication of this manuscript.

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