

TEACHERS WELFARE AND THEIR PERFORMANCE IN GOVERNMENT-AIDED  
PRIMARY SCHOOLS IN BUBAARE SUB-COUNTY, RUBANDA DISTRICT

BY

KAREGYEZA BANNET

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**Declaration**

The information in this Dissertation titled **Teachers Welfare and their Performance in Government Aided Primary Schools in Bubaare sub-county in Rubanda District, South Western Uganda** is my original work. The work has not been submitted for any academic award in any other academic institution.

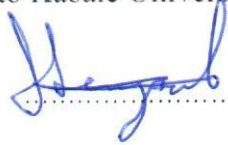
Signature  Date 26/04/2022

**Karegyeza Bannet**

### Approval

This is to certify that this dissertation has been written under our supervision and is ready for submission to Kabale University with our approval.

Sign



Date

26/04/2022

**Dr. Fredrick Ssempala (PhD)**  
**Senior Lecturer, FOE**  
**(Supervisor)**

Sign



Date:

26/04/2022

**Dr. Businge Phelix Mbabazi**  
**Senior Lecturer, FOCLIS**  
**(Supervisor)**

### **Dedication**

This work is dedicated to my beloved wife, Orishaba Mackline, and our children, Peter, Mary Ford and Nadia; my Uncles Mr. Ndyabahika Elicard Web and family, Mr. Turyamubona Wilberforce and family, for their moral and financial support, encouragement and prayers which were instrumental to the success of my study. I also dedicate the work to my classmates, my lecturers and supervisors for their guidance and encouragement that were very crucial to the success of my study.

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**List of Abbreviations**

DEO:	District Education Officer
DES:	Directorate of Education Standards
NAPE:	National Assessment of Progress in Education
PLE:	Primary Leaving Examination
PTA:	Parents and Teachers Association
UNATU:	Uganda National Teachers Union
UNEB:	Uganda National Examinations Board
UPE:	Universal Primary Education

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### Abstract

Teachers performance management is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of schools are more effectively achieved, while at the same time benefiting teachers. This study was carried out to examine 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 a cross-sectional survey research design. Both quantitative and qualitative approaches were utilized for data collection and analysis. Interview guides were used to collect qualitative data while a 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 researcher used the systematic analysis method to analyse quantitative data and thematic data analysis to analyse qualitative data. The study found out that teachers welfare highly influenced their performance; and that school leaders attitudes highly influenced the teachers welfare in government-aided primary schools in Bubaare Sub-county, Rubanda District. The study concluded that government should lay strategies to ensure that staff accommodation/houses are conducive and adequate; adequate facilities are put in place for teachers' satisfactory for improved performance; local communities and parents should support schools by providing 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 stakeholders should lay strategies to provide teachers with allowances and other good working conditions.

**Keywords:** *Teachers Welfare, Teachers performance, School environment, Government-aided Primary Schools*

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

The performance of employees is critical to the survival of the production process in organizations (Namuddu, 2010). Whether in educational or corporate settings, such production processes are supported by a well streamlined and purpose-driven human labour which is willing and determined to challenge itself to the maximum to meet emerging challenges (Emojong, 2004). In general, organizations should have interest in improving the welfare of their employees in form of remuneration, compensation, incentives etc., in order to motivate, retain and develop the employees. The welfare strategy in respect of teachers 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 (Nsubuga, 2008). Since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their skills training improves (Bitamazire, 2011). While implementing these reforms, the education system needs to care about teacher issues which include, but are not limited to their welfare and performance (Nsubuga, 2008). The performance of teachers is critical to the survival of the quality of any education system (Namuddu, 2010; Khan & Mansoor, 2013; Aswan & Asghar, 2014). Whether in educational or corporate settings, production processes are supported by a well streamlined system, with purpose-driven employees who are willing and determined to exert themselves to the maximum to surmount whatever challenges they encounter (Emojong, 2004; Khan & Mansoor, 2013; Veeraselvam, 2014). Hence, every organization should have interest in igniting employee performance through different strategies such as motivation, retention and development. These strategies should target employee welfare, remuneration, compensation and incentives.

Employee performance has become a common phrase among management scholars, consultants and reformers, not only for government-aided organizations but also the private sector (Hilgers, 2010; Prasad, 2010). To ensure that teachers perform their duties as educators, the Ministry of Education in Uganda has put in place quality assurance mechanisms 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.

## **1.1 Background to the Study**

### **1.1.1 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, 2012). According to Arena (2013), the concern for employee welfare reflected the 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 controlled 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, 2012). 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, 2004). Employee performance was being undertaken a long time before the worldwide movement of New Government-aided Management (Hilgers, 2010; Prasad, 2010). But with the emergence 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.

In addition, 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 (Hilgers, 2010; Prasad, 2010). To ensure that teachers perform their duties as educators, the Ministry of Education in Uganda has put in place quality assurance mechanisms which include, the Directorate of Education Standards, District Education Officers, District Inspector of Schools, School Management Committees and annual teacher appraisal forms.

School education in Uganda was introduced by missionaries in 1877 and was modelled along the British system of education because Uganda was a British protectorate from 1894 until 1962 when it attained independence. During that time, teachers were held in high regard and their welfare included: housing, medical care, bread and tea during break time; and the school environment was largely conducive for teachers to perform their duties as educators (Namuddu, 2010). The period of 1971-1979, however, affected all sectors of life including teachers' welfare because of insecurity in Uganda. There was disruption of economic activities, brain drain, and a decline of social services leading to poor teacher welfare (Okuda, 2014). Parents had to step in and this led to the formation of parents and teachers associations (PTA) which introduced charges that helped to reduce the financial burden of the teachers' welfare (Aguti, 1996; Okuda, 2014). With the introduction of Universal Primary Education in 1977, the PTA charges were abolished in government-aided primary schools in rural areas and the government undertook to care for the welfare of teachers (Oonyu, 2012).

### **1.1.2 Conceptual Perspective**

The word performance means 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 (Summermatter & Siegel, 2009). Some scholars (Armstrong, 2003; Feng, 2010) have viewed performance as the behavioural 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, 2003). Performance is the degree to which an employee and organizational goals are met (Feng, 2010). It comprises both behaviour and outcomes (Armstrong, 2003; Feng, 2010). In this study teacher performance 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 is indicated by 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.

### 1.1.3 Theoretical Perspective

There are various theories that explain performance including Herzberg's two-factor theory (Herzberg, 1959), Abraham Maslow's hierarchy of needs 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 head teachers must stress upon guaranteeing the adequacy of the hygiene factors to avoid teachers dissatisfaction. Also, the head teachers 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 emphasizes upon job-enrichment so as to motivate the employees. The job must utilize the teachers skills and competences to the maximum. Focusing on the motivational factors can improve work-quality.

Herzberg (1959), "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 emphasise job factors which are essential for the existence of motivation at the workplace. These do not lead to positive satisfaction for the long term. But if these factors are non-existent at the workplace, then this leads to dissatisfaction. In other words, hygiene factors are those factors which when adequate in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment.

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

### **1.1.3 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, 2011). Some education stakeholders like UNATU attributed the declining quality of primary education to poor teacher performance in government-aided schools in Uganda to low teacher incentives (Ssesamba, 2008). Bubaare continues to battle this challenge of poor performance. A rewards strategy would be deliberately created to support schools' unique human capital strategy if increased performance of teachers were to be realized (Odden & Kelly, 2002). However, this study was based on the assumption that employers' attitudes towards performance rewards determines their work performance, in other words motivates or de-motivates them.

## **1.2 Statement of the Problem**

The Ugandan education system experienced major changes in 1997 when the government adopted UPE which abolished all tuition fees and all Parents and Teacher Association (PTA) charges for primary education. This led to increased pupils' enrolment in primary schools from 2.9 million in 1997 to more than eight million (8m) in 2010 (Oonyu, 2012).

The Government of Uganda and its development partners responded by initiating substantial quality enhancement measures like the introduction of the thematic curricula to improve the teaching and

learning of literacy and numeracy in lower primary, teacher training, salary increment, regular monitoring and assessment of learning achievement of pupils, construction of more classrooms and purchase and delivery of instructional materials (Nsubuga, 2008). This was meant to ensure smooth development of the primary education system in Uganda.

The government also increased demand in education by undertaking several reforms and policies which included: building and renovating schools, procuring of instructional materials, training, hiring, retaining teachers, fighting against pupil absenteeism, curriculum reforms and decentralization of primary education (MoES, 2013). The national pupil-teacher ratio and pupil-classroom ratio (42.66 in 2017 by World Bank) was also revised downwards to avoid congestion and to enable a teacher attend to each child (Annual Report, 2012). The systems of external quality assurance have also been put in place including, the Directorate of Education standards (DES) and National Assessment of Progress in Education (NAPE) under the Uganda National Examinations Board (UNEBC). This was intended to improve the quality of education in schools.

Despite all the above-mentioned interventions, the performance of teachers in government-aided primary schools in Bubaare Sub-county, Rubanda District has remained poor as it is characterized by poor time management, absenteeism, and inadequate preparations and syllabus coverage, poor pupil discipline management and inadequate teaching methods (Nairuba, 2011). Rubanda has seven sub-counties, that is, Bubaare, Bufundi, Hamurwa, Ikumba, Muko, Nyamweru and Ruhija. According to PLE results, Bubaare was identified as having the least numbers with grade one (MoES, 2013). It was on this basis that the present study sought to fill this gap. In this study, the researcher sought to establish the influence of teachers' welfare and school environment on the performance of teachers in government-aided primary schools in Bubaare Sub-county, Rubanda District in south western Uganda. Several studies have been carried out in Uganda (Namuddu, 2010; Nairuba, 2011; Mwesigwa, 2012). However, none of them focused on teachers' welfare and their performance in government-aided primary schools in Bubaare Sub-county. Therefore, this study of teachers' welfare and their performance in government-aided primary schools in Bubaare Sub county, Rubanda District was intended to fill this gap.



### **1.3 General Objective of the Study**

The purpose of this study was to examine the teachers welfare and teachers performance in government-aided primary schools in Bubaare Sub-county, Rubanda District, South Western Uganda.

### **1.4 Specific Objectives of the Study**

- i. To determine the influence of teachers housing on their performance in government-aided primary schools in Bubaare Sub-county.
- ii. To ascertain the influence of meals on the teachers performance in government-aided primary schools in Bubaare Sub-county.
- iii. To investigate the influence of medical care on the teachers performance in government-aided primary schools in Bubaare Sub-county.
- iv. To find out if the school environment has an influence on the teachers' performance in government-aided primary schools in Bubaare Sub-county.
- v. To examine how school leaders attitudes influence teachers welfare in government-aided primary schools in Bubaare Sub-county.

### **1.5 Research Questions**

- i. What is the influence of teachers housing on their performance in government-aided primary schools in Bubaare Sub-county?
- ii. What is the influence of meals on teachers performance in government-aided primary schools in Bubaare Sub-county?
- iii. What is the influence of medical care on teachers performance in government-aided primary schools in Bubaare Sub-county?
- iv. How does the school environment influence the teachers' performance in government-aided primary schools in Bubaare Sub-county?
- v. How do school leaders' attitudes influence teachers' welfare in government-aided primary schools in Bubaare Sub-county?

## **1.6 Scope of the Study**

### **1.6.1 The Geographical Scope**

The study was conducted in Bubaare Sub-county, Rubanda District. Bubaare Sub-county borders Kabale municipality in the south, Hamurwa Sub-county to the north, Kitumba Sub-county to the west, Nyamweru Sub-county in the east. The researcher considered seven government-aided primary schools in total chosen purposively. This is because the selected schools were identified in the district progress reports for Financial Year 2013/2014 (Rubanda District Annual Report 2014), as facing crucial challenges of poor teacher performance in Bubaare, Rubanda District.

### **1.6.2 Content Scope**

The content scope comprised: establishing teachers' welfare and their performance; exploring how school leaders' attitudes influence teachers' welfare; and determining the influence of the school environment on teachers' performance of government-aided primary schools in Bubaare Sub-county.

### **1.6.3 Time Scope**

The study was conducted from May 2020 to April 2022.

## **1.7 Significance of the study**

### **School managers**

The study may help primary school managers to appreciate the influence of welfare services on teachers' performance.

### **Policy makers (MOES, DEOs etc.)**

The study findings, recommendations and conclusions may be useful to education policy makers by identifying gaps in the existing teachers' compensation package in Uganda.

### **Ministry of education**

The study is likely to help Ministry of Education to improve on the welfare package of teachers in order to enhance their performance and productivity.

### **Teachers**

The findings of this study will contribute to the body of knowledge. The literature review shows that no scientific study has been carried out on the influence of welfare on the performance of teachers in government-aided primary schools in Bubaare Sub-county.

### **Researchers**

The study is likely to have implications not only for academicians but also for the government, policy makers, managers and the private sector.

## **Operational definition of key terms**

### **Welfare**

Pryce-Jones (2010) defines welfare at work as a asset of mind control (mindset) that allows one to maximize performance and achieve their potential.

### **Teachers' welfare**

Kaur (2012) defines teachers' welfare as teachers' housing, provision of meals at work, medical care, allowances and the school environment.

### **Teachers' Performance**

Nkata (2004) defines performance as levels which an organization through aggregate of performance of individuals is able to accomplish its mission in respect to line for effectiveness and the efficiency in service delivery so as to attain stakeholders' needs. In this study, teachers' performance refers to teacher lesson preparation, involvement of co-curricular activities of work, pupil discipline management, counselling and guidance, participating in staff meetings, actual teaching, routine assessment of learners, maintenance of record of work covered and learners' records and time management (Ochwo, 2013).

### **School Environment**

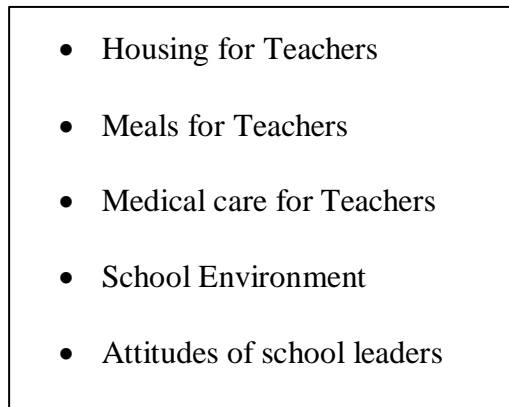
According to Feng (2010), school environment is broadly characterized by its facilities, classrooms, school-based health support, and disciplinary policies and practices. In this study, the researcher adopted Feng's definition of school environment. School environment refers to classroom, blackboards, sanitation, sitting facilities, etc.

### Government-aided school

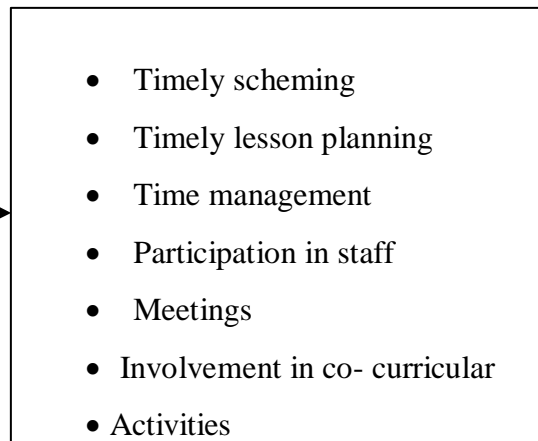
Government aided school is an institution owned by a private management but the working in there is controlled by the concerned State Government.

### 1.8 Conceptual Framework

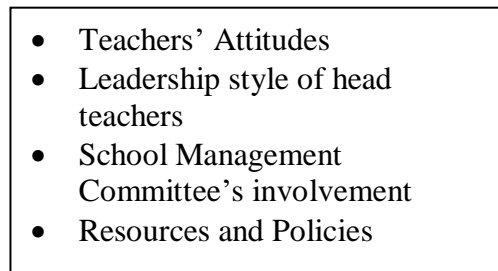
#### Independent variable (Teachers' Welfare)



#### Dependent Variable (Teachers' Performance)



#### Intervening variables



**Figure 1.1: Conceptual framework on teachers' welfare and their performance**

A conceptual framework is a tool intended to help the researcher to develop and present the context for studying the research problem and acts as a map for understanding the relationship between and among the variables in the study and to communicate the relationship (Kombo, 2006). The conceptual framework above presents the relationship between the independent variable (welfare) and the dependent variable (teacher performance) Herzberg (1957). The Welfare given to teachers in this study is measured in form of housing teachers and provision of meals to teachers at school, provision of medical care allowances, school environment and attitude of school leaders (Headteachers). Teachers' performance is in form of timely schemes of work, lesson plans, participation in pupils co-curricular activities, pupils' discipline management, counselling and guidance, attending staff meetings, actual teaching, record of work covered, being present in school attending to the learners' needs, assessment of the academic progress of the learners, management of pupil registers and time management. The attitude of school leaders in this study is measured by the teachers' development skills, type of leadership management style, school management committee, resources, policies and many others. Therefore this study aimed at establishing the teachers' welfare and their performance in government-aided primary schools in Bubaare Sub-county, Rubanda District. Other factors may influence teacher performance negatively or positively other than welfare (intervening variable). These other factors include teachers' attitude, leadership style of the head teacher, school management committees' involvement, resources and policies. Teacher performance also depends on teachers' ability, skills, attitude and competence which are influenced by the teachers' academic qualification (Ochwo, 2013). When meals, medical care allowance, housing, to mention but a few, are provided in time, they will influence content design, instructional design and instructional delivery is well done.

The Two-Factor theory implies that the head teachers must stress upon guaranteeing the adequacy of the hygiene factors to avoid teachers' dissatisfaction. Also, the headteacher 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 emphasizes job-enrichment so as to motivate the employees. The job must utilize the teachers' skills and competences to the maximum. Focusing on the motivational factors, teachers can improve work quality.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter reviews literature of different scholars about teachers' welfare and teachers' performance. Literature has been reviewed on factors influencing teachers' performance in primary schools following the research objectives. The study also presents the theoretical base for the study.

### **2.1 Theoretical Review**

In 1959, Herzberg, a behavioural 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. According to Herzberg (1959), the opposite of Satisfaction is No satisfaction and the opposite of Dissatisfaction is No Dissatisfaction.

Herzberg (1959) classified job factors into two categories -- Motivating and Hygiene factors.

#### **2.1.1 Hygiene Factors**

Hygiene factors are job factors which are essential for the existence of motivation at the 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 in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. The factors describe the job environment. 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.

#### **2.1.2 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 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. Motivational factors include:

Recognition -- The employees should be praised and recognized for their accomplishments by the managers.

Sense of achievement -- The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.

Growth and Promotional Opportunities -- There must be growth and advancement opportunities in an organization to motivate the employees to perform well.

Responsibility -- The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

## **2.2 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 (Akinmoladun and Oluwoye, 2007; Tao, 2013; Nhlabatsi and Dlamini, 2015; UN-HABITANT Report, 2015). Housing may provide investment opportunities, offer shelter and improve on an employees' social and cultural status (Akinmoladun and Oluwoye, 2007). 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 (Akinmoladun and Oluwoye, 2007; Tao, 2013; Nhlabatsi & Dlamini, 2015; World Bank Report, 2015). This is why teachers should be provided with housing so as to perform their duties in time

As noted earlier, housing teachers is meant to make their work easier and enjoyable so that they may concentrate on their duties as educators. The 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 (Venkata & Lokanadha, 2015).

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 (2014) analysed teachers' low pay in Tanzania using secondary schools in Moshi Rural District as a case study. The 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 jobs and moonlighting. The study further revealed that there was no 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.

Buzzelli (2009) questioned the possibility of measuring the value of social housing in Ontario, Canada, and found out that research on social housing was thin, at household, local community and macro-economic levels. The researcher recommended formation of strategic partnerships alongside priority setting between stakeholders, data providers, sponsoring organizations and communities. But the study was not specifically done to establish the effect of welfare on teachers' performance. It was carried out to measure the value of social housing in Ontario, Canada.

On the other hand, Ikenyiri and Ihua-maduenyi (2011) examined teachers' assessment of needs effectiveness in Omoku-Rivers State, Nigeria. They found out that enhancement of rent allowance (Housing) was a strong predictor of teacher effectiveness in Rivers State primary schools. But this was in Nigeria unlike the present study that was done in Uganda and in public primary schools.

Early on, Oluwoye (2007) carried out an assessment in Lagos metropolis, Nigeria, of why the problems of housing shortage persist in developing countries. The study revealed that housing delivery in Nigeria was beset by several problems. The study concluded that the elitist orientation of the existing housing policy be discouraged and recommended that the people for which the houses are meant should be involved in policy formulation, implementation and review. The study further suggested progressive increase of the supply of high quality and affordable housing units to ease the perennial housing problems.



In a paper presented at the 2nd Emerging Urban Africa International Conference on Housing Finance in Nigeria entitled “Challenges to providing affordable housing in Nigeria”, Andrew (2007) observed that the major challenge to providing affordable housing was lack of primary infrastructure like roads, water and electricity. It was recommended that governments provide mortgage insurance to first-home buyers who do not have credit history and also to low middle-income families (employees) in order to achieve the aim of affordable housing. The study further recommended restriction on the importation of building materials and suggested research on how to use local building materials in order to have affordable housing. This study was different from the current research in terms of the main objective and geographical scope.

In a related study, Olotuah and Bobadoye (2009) examined the impact of sustainable housing provision for the urban poor by reviewing public sector intervention in Nigeria. They found out that in the urban centres in Nigeria, the problem of providing adequate housing had reached an alarming state as 75% of the urban dwellers lived in slums and conditions that were degrading to human dignity. The researchers recommended a bottom up approach that involves direct participation of the local people in ensuring sustainability in the provision of quality affordable housing. This study involved the urban poor but it was not specific to public primary school teachers. It did not establish the effect of welfare on teachers’ performance and it was carried out in Nigeria. This gave rise to the present research.

In the same way, Aribigbola (2008) analysed housing policy formulation in developing countries using evidence of programme implementation from Akure Ondo State, Nigeria. The study revealed that the majority of the residents of the city were low-income earners that could not afford housing being produced under the policy in Akure Ondo State, Nigeria. The researcher found out that the majority of the people were not aware of the housing policy and recommended incorporation of social housing into the Nigerian housing policy to assist the poor that cannot take care of their housing consumption needs. This research was not specific to teachers. The study was on housing policy formulation in developing countries using Akure Ondo State, Nigeria. There is a gap that the present study sought to fill by establishing the effect of welfare on teachers’ performance in government-aided primary schools in Rubanda District.

Earlier on, Adelabu (2005) investigated teacher motivation and incentives in Nigeria and found out that various state governments had instituted a policy of granting a revolving loan for teachers in order to assist them build their own houses. The study further discovered that the majority of the teachers did not receive the housing loans. The researcher recommended that this policy should be implemented to motivate the teachers to enhance their job performance. The study was more concerned with teacher motivation and incentives in Nigeria unlike the present research that was more concerned with the effect of welfare on teachers' performance in government0aided primary schools in Rubanda District.

Kadzamira (2006) studied teacher motivation and incentives in Malawi. He found out that there was inadequate housing for both primary and secondary school teachers. The findings revealed acute shortage of affordable housing within reasonable commuting distance from most schools and this had escalated transport costs for teachers. It was recommended that government gives priority to rural areas in the construction of teachers' houses. The study revealed acute shortage of affordable housing but not the effect of welfare on teachers' performance. It also combined both primary and secondary schools and it was in Malawi, unlike the present research that was specifically done in government-aided primary schools in Rubanda District in Uganda.

Meanwhile, Mulkeen (2005) in country case studies done in conjunction with the World Bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania examined teachers for rural schools as a challenge for Africa. The study found out that housing was a major incentive for teachers to locate in rural areas. A strong relationship between housing in an area and presence of teachers was established. In Uganda, provision of housing was a key factor in ensuring teacher retention, especially in rural areas. In Mozambique, it was found out that some NGOs and even local communities were constructing teachers' houses in an attempt to make rural locations more attractive to teachers.

Macoloo (2006) carried out a study on housing the urban poor in Kisumu, Kenya. He found out that housing problems were a derived (income) problem. He found out that the housing costs were out of reach of the majority of the urban residents. The study recommended that planners in Kisumu should experiment with and popularize cheap quality local building materials to minimize housing affordability problems. The study further recommended that Municipal authorities should

revise their rent to reflect the incomes of their tenants in order to encourage the low-income urban residents to apply for tenancy in Municipal houses. These studies, however, did not establish the effect of welfare on teachers' performance in government-aided primary schools, more so in Rubanda District in Uganda.

Ariko and Othuon (2012) studied how teacher transfer requests could be minimized in secondary schools in Suba District in Kenya. The findings of this study revealed that teacher transfer requests could be minimized if electricity and houses were made available to teachers and teachers were employed from the locality and posted next to their families.

The researchers recommended that the government should provide electricity and school boards facilitate availability of housing facilities for teachers. The study further recommended the improvement of transport and communication to schools through road maintenance. The study was carried out in secondary schools in Kenya and it was more concerned with requests of teacher transfers, unlike the present research that was carried out in government-aided primary schools in Uganda with the main objective of establishing the effect of welfare on the performance of government-aided primary schools.

The literature reviewed indicated that housing is one of the most important human needs and a fundamental human right and it is only second to food (Akinmoladun & Oluwoye, 2007). Several studies have been carried out on housing and employee performance (Nhlabatsi & Dlamini, 2015; UN-HABITANT Report, 2015; World Bank Report, 2015; Venkata & Lokanadha, 2015; Lyimo, 2014; Tao, 2013; Selemani-meke, 2013; Ariko and Othuon, 2012 ; Chireshe and Shumba, 2011; Ikenyiri and Ihua-maduenyi, 2011; Buzzelli, 2009; Olutuah and Bobadoye, 2009; Aribigbola, 2008; Akinmoladun and Oluwoye, 2007; Andrew, 2007; Kadzamira, 2006; Macoloo, 2006; Adelabu, 2005; Mulkeen, 2005), but none of these had been focused on the effect of housing teachers on the performance of government-aided primary school teachers in Rubanda District, hence the present study.

### **2.3 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 & Aquinas, 2004; Tweheyo, 2008). Welfare gives employees an environment to breathe some 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, and hence promote efficiency and effectiveness (Souza, 2009). Food is universally accepted as the most important human need (Akinmoladun & Oluwoye, 2007).

Gulled (2011) has traced school feeding programmes back to the mid nineteenth century 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 preparation (Musaazi, 1982; Mudhasi, 2007). A number of studies have been done on school feeding programmes and performance.

Pescud and 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 expansion 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. The study further revealed that little research had been undertaken to investigate the extent of support for specific potential school food policy components. This study recommended further research in other countries to assess the extent to which the policy expansion identified in the study could be considered appropriate by education stakeholders. Meanwhile Danquah, Amoah and Obisaw (2013) investigated the nutritional status of upper primary schools in Atwima-Nwabiaga district, Ghana. The main objective of this study was to assess the nutritional status of upper school pupils in a rural setting. The findings of the study revealed no significant difference in the incidence of stunting and underweight. It was recommended that there should be more effort in designing intervention programmes to enhance the quality of meals the pupils consume and more emphasis put on nutrition education at primary level in rural areas.

## **2.4 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 and Rimpela, 2002). Comprehensive school health programmes are now a concern of education stakeholders all over the world (Odhon'g and Omolo, 2015; Khan & Aleem, 2015; Lyimo, 2014). 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; Konu & Rimpela, 2002).

Some studies have been done about school health care provision 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 & Nakajubi, 2014). 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 and Underwood (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 schoolgirls 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.

Odhon'g and Omolo (2015) investigated the effect of human capital investment on organizational performance of pharmaceutical companies in Kenya. These researchers observed that provision of adequate health care services remains one of the major challenges facing African governments. They recommended provision of quality education, and promotion of knowledge management through teamwork and social networks. However, this study did not address issues concerning

provision of medical care to teachers and its effect on their performance. This study was carried out on pharmaceutical companies in Kenya, unlike the present study that was done in government-aided primary schools in Rubanda district in Uganda.

Khan and Aleem (2015) investigated the impact of job satisfaction on employee turnover in autonomous medical institutions of Pakistan. The study found out that Pakistan was facing many problems in providing health facilities. This study considered welfare factors such as job safety and security, nature of the work, pay and promotion that affect the job satisfaction level and how they cause employee turnover. This study was limited to job satisfaction levels and how they caused employee turnover in autonomous medical institutions in Pakistan. The present research was more concerned with the effect of provision of medical care on teachers' performance in government-aided primary schools in Rubanda district in Uganda.

Feng (2010) carried out an empirical study on the performance of university teachers based on organizational commitment, job stress, mental health and achievement motivation in Xian, China. The findings revealed that sustained commitment had a negative effect on work performance while emotional commitment had a positive effect on work performance; work stress was found to have a positive effect on work performance, while mental health was found to have a negative effect on work performance. The findings further revealed a positive correlation between achievement motivation and mental health. Whereas this study was about teachers' health and achievement motivation, it was limited to university teachers in Xian, China, unlike the present research.

Earlier, Glewwe (2005) examined "The impact of child health and nutrition on Education in developing countries: Theory, econometric issues and recent empirical evidence". The study found sizeable and statistically significant impact of child health on education outcomes. The study also found a strong causal relationship between child health and child education. But this study was limited to child health and its impact on educational outcomes, unlike the present research that focused on teachers' medical care and its effect on teachers' performance in government-aided primary schools in Rubanda district.

In a related study, Stover and Bollinger (1999) analysed the economic impact of AIDS in Tanzania, Cote d'Ivoire, Ethiopia, Uganda, Zimbabwe, Malawi, Botswana and South Africa and other Sub-Saharan African countries. The researchers found out that the education sector is affected by AIDS in terms of reduction of supply of experienced teachers who are reduced by

AIDS-related illness and death. They also found out that HIV/AIDS accounts for absenteeism in schools by both teachers and students. The researchers recommended strong political commitment to fight against HIV/ AIDS; make AIDS a national priority, and not a problem to be avoided. The study recommended creation of a broad, multi-sectoral approach that includes all segments of society in the fight against AIDS.

Meanwhile, Chaudhury et al. (2004) investigated teacher and health care provider absence in a multi-country study. The researchers found out that poor health and frequent illness of teachers was responsible for teacher absenteeism in most schools in Sub-Saharan Africa and India.

In a related study, Ikenyiri and Ihua-Maduenyi (2011) analysed teachers' assessment of needs satisfiers as a motivation for teachers' effectiveness in Omoku River states, Nigeria. The study found out that provision of medical and entertainment allowance was a great contributor to teachers' effectiveness in class in primary schools. Whereas the present research was related to these studies, they were geographically apart.

In the same way, Afenyadu et al. (2005) carried out a study on improving access to early treatment of malaria in Ghana and the trial was done with primary school teachers as care providers. The study concluded that it is feasible for the health and education sectors to work in partnership to improve access to early case detection and adequate management of acute episodes of malaria. The researchers recommended a policy for mandatory commercial blister pre-packaging of anti-malarials for use by the schools and the general public and collaboration with the Ghana Education Service to bring early diagnosis and treatment of malaria a step closer to schools and the community. In case studies done in conjunction with the World Bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania, Mulkeen (2005) examined the challenges of teachers of rural schools in Africa.

The study revealed that poor health was a common reason given by teachers for early transfer, as ill teachers requested to be posted to urban centres to allow them access to medical services. It was discovered that prevalence of AIDS and lack of medical facilities had made rural postings less attractive to teachers.

Bennell (2005) analysed information on HIV prevalence and mortality rates among teachers in ten countries in Sub-Saharan Africa, namely South Africa, Botswana, Kenya, Lesotho, Malawi, Namibia, Swaziland, Tanzania, Uganda and Zambia. He concluded that teachers' deaths account

for less than twenty per cent of total teacher attrition in most countries and less than ten per cent of total teacher turnover. Teacher mortality rates were found to be reasonably stable due to behaviour change and increasing access to life-prolonging anti-retroviral drug therapies (ART).

In a related study, Ndegwa et al. (2002) investigated knowledge, attitudes and practices towards HIV/AIDS among students and teachers in Nairobi, Kenya. They found out that knowledge about HIV/AIDS was 100% for both students and teachers, while knowledge and application of preventive measures for the patients' care was 80% among teachers and 50% among students. The study concluded that teachers and students had some knowledge about HIV/AIDS and that there was room for improvement on the attitudes and preventable practices.

The Ministry of Education and Sports (2013) in Uganda diagnosed teachers' issues in the country with the objective of arriving at shared vision on the issues and designing a feasible, indigenous and effective teachers' policy. This diagnosis is part of Teachers' Initiative in Sub-Saharan Africa (TISSA). In this report, it is revealed that teachers are entitled to medical benefits in form of maternity leave, paternity leave, sick leave which is provided on the recommendation of a government medical officer. Permanent teachers and their spouses and children are provided free medical and dental attention which includes consultation, drugs and surgery in government health facilities. Appointed teachers are also entitled to compensation for injuries, but this is at the discretion of the school where the teacher is working. As pointed out earlier, provision of medical care in schools has been available in Europe for a long time and comprehensive school care programmes are now a concern of education stakeholders all over the world (Konu & Rimpela, 2002).

The literature reviewed in this section has revealed that several related studies concerning school medical care had been done (Khan & Aleem, 2015; Odhon'g & Omolo, 2015; Schwandt & Underwood, 2015; Businge & Nakajubi, 2014; MOE & Sports, 2013; Chireshe and Shumba, 2011; Ikenyiri & Ihua-Maduenyi, 2011; Feng, 2010; Kadzamira, 2006; Mulkeen, 2005; Bennell, 2005; Glewwe, 2005; Chaudhury, Hammer, Murabidharan, Kremer & Rogers, 2004; Ndegwa, et al, 2002; Konu & Rimpela, 2002; Stover & Bollinger, 1999). Most of these studies were focused on pupils and not on the effect of providing medical care on primary school teachers' performance in Rubanda District. This prompted the researcher to desire to carry out the present study.



Allowances are some of the benefits teachers supposed to earn while performing their duties as educators (MoES, 2013) and several studies 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 Programme (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 (2006) analysed 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, Sisungu, Kaberia and Buhere (2012) 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' performance in the schools.

Adeyemi (2008) investigated teachers' teaching experience and students' learning outcomes in secondary schools in Ondo State, Nigeria. The findings of the study revealed that teachers' teaching experience was statistically significant with students' learning outcomes as measured by their performance in their national examination. The researcher recommended that the government should encourage experienced teachers to upgrade while teaching by providing improved conditions of service, more incentives and better promotional prospects.

## **2.5 School Environment and Teachers' Performance**

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 neighbourhood 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 US 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, 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, Faizi, 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.

In a related study, Erat, Erdil, Kitapoi and Comlek (2012) examined the effect of the perception of organizational trust and organizational support (environment) on intention to quit and individual performance in Turkish state universities. The researchers found out that the perceptions of support and trust were significant variables in explaining intention to quit and individual performance. Organizational support was found to have a significant effect on individual performance. The researchers recommended a similar study in private universities.

On the other hand, Ofejebe and Chinyelo (2010) carried out a study on teachers' motivation and its influence on quality assurance in the Nigerian educational system. They found out that satisfaction of the motivational factors leads to quality performance and high production which improves quality assurance in the education sector. They recommended a good learning environment and good working conditions to guarantee good quality assurance in education and that teachers' welfare to be taken into consideration.

In a similar way, Adeyemi (2008) analysed organizational climate and teachers' job performance in primary schools in Ondo State, Nigeria. The study findings revealed that most of the schools sampled had an open climate type of organization. The level of organizational climate and teacher job performance were found to be equality low. A significant relationship between organizational climate and teacher job performance was established. The researcher recommended that head teachers should always create a favourable school climate to enhance better job performance among teachers. It was further recommended that there is need for regular supervision of teachers and provision of all the necessary facilities and resources in schools.

Adelabu (2005) investigated teacher motivation and incentives in Nigeria and found out that the school environment was wanting as school buildings were largely dilapidated, many schools were found without adequate toilets, overcrowded, reward systems in terms of salaries and emoluments were largely unsatisfactory and improvements in the education system were not deep enough to record satisfactory enhancement in teachers' morale.

In a related study, Chinyere and Ofojebe (2009) analysed motivational strategies that would be adopted to re-engineer primary school teachers for sustainable development in Onitsha, Nigeria. The researcher found out that the motivational strategies were mostly on attractive salary structure, providing opportunity for professional development, staff recognition, parental support, participation in decision making, teaching materials, supervision, funding of in-service training, workshops and conferences and issuing awards to good performing teachers. The researchers recommended provision of incentives like awards to well-performing teachers, funding seminars and workshops and redefining the teaching job to include blocks of extended time for teachers' professional development. Duze (2012) analysed educational policies programmes in relation to the school environment that were responsible for high pupil attrition or dropouts in Nigeria. He found out that dropout rates were at 50% and above, and that this was not only high but also embarrassing considering the huge inputs in the education system in Nigeria. He recommended the creation of a data bank to continuously capture the flow of students in each cohort from start to graduation to facilitate analysis on cumulative dropouts and attrition rates.

Earlier on Nakpodia (2011), investigated the degree to which the performance of teachers in secondary schools depends on the capacity of school principals to maintain and enforce adequate supervision in Delta State, Nigeria. The findings of the study revealed that teachers' performance significantly depended on the principals' capacity to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids. The researcher recommended that school principals should routinely adopt reasonable supervisory behaviour to improve teachers' tasks in the classroom. In another study, Njoku (2011) carried out an investigation on 'teacher status and commitment to duty: leadership implications for Nigerian education'. The study revealed that the comparison syndrome was a source of worry to the teacher, as the value system on society has been truncated to the worship of wealth and those who have it. The researcher recommended leadership which creates vision and an enabling environment as a suitable option to providing motivational incentives in the teachers' welfare package while advocating for re-orientation for value recovery.

In a related study, Olusola (2014) evaluated the factors that inhibit effective performance of primary school teachers in some selected local government education areas in Oyo State in Nigeria. The study revealed that several factors were inhibiting primary school teachers' performance. The factors identified included: inadequate motivation, irregular transfers, illegal

deductions from primary teachers' salary on the account of bank charges, job security and local government education area officers seeing themselves as more important figures of authority over the classroom teachers. The researcher recommended more teacher motivation and enlightening on the part of local government workers so that they appreciate primary school teachers as partners in progress. Marishane (2013) carried out a qualitative research study to determine the extent to which schools address educational needs and barriers of immigrant learners in Limpopo Province, South Africa. The researcher found out a worrying lack of pedagogical and didactic education and training of multicultural and multi-ethnic learners among teachers. He recommended the development of a model for managing schools with migrant learners.

Meanwhile, Vazi, Ruiters, Borne, Dumont, Martin and Peddy (2011) assessed indicators of subjective and psychological wellbeing as correlates of teacher burnout in government-aided schools in Eastern Cape, South Africa. The study revealed no significant relationship between positive work environment and teacher efficacy as predictors of emotional exhaustion. Teacher efficacy was found to be consistently insignificant in the teacher burnout syndrome as it showed small and insignificant positive relationship with both depersonalization and emotional exhaustion. The researchers recommended further studies to replicate the findings in other settings outside East Cape Province, South Africa.

In a related study, Kadzamira (2006) studied teacher motivation and incentives in Malawi. He found out that the school environment in which most teachers were working was daunting and very challenging. It was discovered that most rural primary schools and the community day secondary schools lacked facilities such as staff rooms, classrooms and sufficient learning materials and had dilapidated school structures with large classes, undisciplined and unruly students. He recommended increased provision of learning materials, increased support and supervisory services, among others. In Kenya, Barmao (2013) investigated factors contributing to under-representation of female teachers in headship positions in primary schools in Eldoret municipality. She found out that women were not discriminated against in headship but obstacles like unfair promotion procedures, gender stereo-typing and rigid career pathways hindered women most. She recommended that the education policy should provide equal opportunity for males and females and the conditions required in the appointments and recruitment should ensure that they avoid discrimination. The study further recommended that the Ministry of Education

should formulate strategies to promote women and give them first priority whenever there is a vacant position to be filled.

In a similar way, Ariko and Othuon (2012) investigated how teacher transfer requests could be minimized in secondary schools in Suba district, Kenya. The study revealed that teacher transfer requests could be minimized if class sizes were reduced, teacher induction and mentoring programmes are undertaken, retention bonuses instituted and teachers were involved in decision making at school level. The study recommended that head teachers and school managements should adopt induction programmes to support new teachers.

Duflo, Dupas and Kremer (2007) investigated peer effects, pupil-teacher ratios, and teacher incentives in primary schools in western Kenya. The findings of this study revealed that combining class size reduction with improved incentives leads to significantly larger test score increases. The researchers recommended that school should hire contract teachers as a cost-effective way to respond to the challenges created by free primary education. Meanwhile, Asuga and Eacott (2012) analysed the learning needs of secondary school principals in Nakuru district, Kenya. The study concluded that there were hardly any studies on the learning needs of school principals and school leadership in Kenya. On the other hand, Musau, Migosi and Muola (2013) investigated the determinants of girls' performance in science, mathematics and technology subjects over four years in Kitui central district, Kenya. The study revealed that the more the number of lessons a teacher had, the lower, the girls' academic performance. The larger the class size, the lower the girls' academic performance in science, mathematics and technology at form four level. The researchers recommended that school management should provide sufficient classrooms, to improve interaction between teachers and learners which would help teachers to give and correct several assignments immediately and also be in position to manage students' behaviour in class more effectively.

In Uganda, Ochwo (2013) studied pupil, teacher and school factors that influence student achievement on the primary leaving examination in Wakiso district. The findings revealed no significant differences between boys and girls on English achievement but found significant differences between boys and girls on mathematics achievement with boys having higher scores.

## **2.6 School Leaders' Attitudes and Teachers' Performance**

Leithwood and Jantzi (2000) found 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 influences teachers' performance.

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. For example, Hallinger and Heck (2010) used a measure of academic capacity as the central mediating variable linking school leadership and student outcomes.

Leithwood and Jantzi (2000) also focused on an overall measure of school conditions that included school culture, structure and organization, purposes and goals, and the quality of information used for decision making. Thus, although their studies did separate school leadership and teacher welfare, their mediational models did not distinguish how school leadership is linked to teachers' welfare via specific aspects of school organization versus measures of overall school conditions.

School leadership and school effectiveness have shown that leadership has significant, but indirect, effects on teachers' welfare achievement (Hallinger, 2005; Allensworth, 2012). Yet, the organization of much of school leadership research into separate domains. Teacher, has limited our understanding of how they interact with one another and ultimately influence teaching and learning (Neumerski, 2013).

Leithwood and Mascall (2008) used the term collective leadership to include the joint effects of all sources of leadership, including principals, teachers, parents, pupils, and community members.

Hallinger and Heck (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. They further suggested that distributed leadership has become a convenient way of labelling all forms of shared leadership activity and the best way to provide teachers' welfare basing on the work rate provided to the organization.

## **2.7 Research Gap**

No research had ever been carried out on the teachers' welfare and their performance in government-aided primary schools with reference to Bubaare Sub-county, Rubanda District. This had 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 did 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 teachers' welfare and their performance. This study used a mixed method research design to investigate teachers' welfare and their performance in government-aided schools in Bubaare Sub-county, Rubanda District.



## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter describes the methodology the researcher used to conduct the study. The chapter presents the research design, study population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, procedure and data analysis.

### **3.1 Research Design**

A cross-sectional research design was adopted to facilitate data collection at one point in time. Mugenda and Mugenda (2003) opine 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.

Mixed method approach was used in this study. Mixed method refers to an emergent methodology of research that advances the systematic integration of quantitative and qualitative data within a single investigation or sustained programme of inquiry (Creswell, 2013). However, quantitative method was the main method and qualitative a complementary method.

### **3.2 Study Population**

Amin (2005) defined study population as a complete collection or the universe of all numbers or units of a group that is of interest in a particular study. Survey respondents included teachers and fourteen key informants comprising seven head teachers and seven PTA leaders from the seven selected schools, making a total of 104 respondents.

### **3.3 Sample Size**

Sample size refers to the number of observation taken from a population through which statistical influences for the whole population are made (Njunwa, 2005). Seven (7) government-aided primary schools were selected from the nineteen (19) government-aided schools in Bubaare Sub-county, Rubanda District, to participate in the study because of their poor performance (Rubanda District, 2020). Yamane formula (1967) of sample size determination was adopted.

The Yamane formula is stated as:

$$n = \frac{N}{1 + N(0.05)^2}$$

Where, n=sample size

N=population size and

e=level of precision/sampling error at 0.05

$$n = \frac{N}{1 + N(0.05)^2}$$

$$= \frac{90}{1 + 90(0.0025)}$$

$$= 73.47$$

$$\approx 74$$

Approximately 74

**Table 3.1:** Population Size, Sample Size and Sampling Technique

Category	Population Size	Sample Size	Sampling Technique
PTA Leaders	7	7	purposive sampling
Head Teachers	7	7	Purposive sampling
Teachers	90	74	Simple random Sampling
<b>Total</b>	<b>104</b>	<b>88</b>	

**Source: Researcher (2020)**

### 3.4 Sample Selection and Sampling Technique

According to Ranganathan (2010), sampling is process of drawing a sample from a large population. Sampling technique refers to the name or other identification of the specific process by which the entities of the sample have been selected (Abubakar, 2018).

### 3.5 Quantitative Sampling Technique

#### Simple Random Sampling

According to Sekaran and Bougie (2013), simple random sampling is where the researcher selects a group of respondents for the study from a large population. According to Sekaran and Bougie (2013), simple random sampling is where the researcher selects a group of respondents for the study from a large population. Simple random sampling helped the researcher to ensure that all respondents have an equal chance of being selected for the study. The researcher visited schools and randomly selected teachers from those found in the schools

To select survey respondents, simple random sampling was used to select 73 teachers in 7 government-aided primary schools in Bubare Sub-county, Rubanda District.

### **Purposive Sampling**

Adams (2007) argues that purposive sampling is a non-probability sampling method which allows the selection of a sample with experience and knowledge about the study variables. Purposive sampling was used to select seven (7) government-aided schools and census inquiry was used to choose the key informants, including 7 Head teachers and 7 PTA members from the 7 government-aided primary schools in Bubare Sub-county, Rubanda District.

They were selected because welfare to teachers is determined by them. Head teachers of the selected schools were contacted to provide the staff lists and other necessary information regarding the study. The study considered government-aided primary schools whose staff welfare had declined over the years and school leaders for the study were those capable of providing the necessary information without bias.

### **Stratified Sampling**

According to Cesar (2011), Stratified sampling is a method of sampling from a population which can be partitioned into sub-populations. Stratified sampling is another method that the researcher used to stratify the age group between 30 and 60 years), gender (Male and Female), school type (government-aided), classes (P5, P6 and P7) and respondents included in the study.

## **3.6 Data Collection Methods**

Both quantitative and qualitative data collection methods were used in the study to collect quantitative and qualitative data.

### **3.6.1 Quantitative Data**

According to Miller and Wilson (2005), quantitative data collection method refers to a method of data collection that emphasizes objective measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

#### **Questionnaire**

Miller and Wilson (2005) define questionnaire as a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaire method was used to collect data from many, and generalize the findings to respondents.

### **3.6.2 Qualitative Data**

According to Sutton (2015), qualitative method of data collection refer to a method of data collection that does not involve measurement or statistics.

#### **Interview**

Miller and Wilson (2005) define interview method as a qualitative research technique which involves asking open-ended questions to converse with respondents and collect data about a subject.

The researcher used in-depth interviews to collect data from Head teachers and PTA members regarding teachers' welfare and their attitudes on the issue.

### **3.7 Data Collection Instruments**

According to Kothari (2004), data collection tools refer to the instruments used to collect data, such as questionnaires or interview guide. The researcher used the following data collection tools.

#### **Questionnaires**

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.

#### **Interviews Guide**

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 head teachers.

### **3.8 Validity and Reliability of Instruments**

#### **3.8.1 Validity of Instrument**

Validity of instruments refers to the extent to which an instrument is truly measuring what it is intended to measure (Amin, 2005). Adequate measures were taken to ensure that the questionnaire fulfils content validity. To ensure that the instrument collects data as per the researcher's intention, he distributed copies to experts including the supervisor and colleagues with more experience to

rate the valid items in the questionnaire. According to Amin (2005), Content Validity Index (CVI) must be greater or equal to 0.7 and this was calculated as:

$$\text{CVI} = \frac{\text{Number of items rated as relevant}}{\text{Total number of items in the questionnaire}} = \frac{57}{68} = \mathbf{0.84}$$

The value of CVI obtained, which was a measure of the validity of the instrument, was interpreted basing on George and Mallery (2003) scale. Accordingly, a value of 0.84 obtained was greater than the Standard Value of 0.7 which indicated that the items were extremely relevant for the kind of data that was needed by the study.

### 3.8.2 Reliability of the Instrument

Reliability refers to the degree to which an instrument consistently measures what it is supposed to measure. Therefore, before the instrument was used, a pilot study was conducted in a location different from the actual area of study. The results from the pre-test then were substituted with the final findings using Pearson's Correlation Coefficient formula.

According to Amin (2005), reliability is the dependability of the instrument so that it should consistently measure what it is intended to. George and Mallery (2003) explain that a reliable instrument is expected to give a value of 0.7. The summary below shows how reliability is calculated using the formula:

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{N (\sum X^2) - (\sum X)^2 \cdot N (\sum Y^2) - (\sum Y)^2}}$$

Where: N = Total number of pairs of pre-test and re-test scores

X= Pre-test scores

Y = Re-test scores

XY = Product of pre-test scores and re-test scores

$\sum X$  = Sum of the pre-test scores

$\sum Y$  = Sum of the re-test scores

$\sum XY$  = Sum of the product of pre-test scores and re-test scores

The results are presented in Table 3.2.

**Table 3.2: Reliability Statistics**

Cronbach's Alpha	Number of Items
0.72	57

**Source: Results of the Analysis (2021)**

For the instrument to be accepted as reliable, average index should be 0.7 or above (Amin, 2005). Therefore, since the computed value (0.72) was greater than 0.7, the research instrument was considered reliable. This value indicates a good degree of reliability of the entire questionnaire, as supported by George and Mallery (2003). Hence, it was proved that the questionnaire was reliable and suitable for the study.

### **3.9 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.

### **3.10 Data Analysis**

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

#### **Quantitative Data Analysis**

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 was totaled to obtain their final raw score. Data were analysed with

the aid of Statistical Package for Social Sciences (SPSS) version 23.0. This programme was appropriate because the large sample which could not be analysed manually. It was necessary to calculate the extent of responses in each item in order to help draw conclusions. The responses to the five-point Likert scale were coded as: Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5). However, responses indicating strongly agree and agree implied agreement while responses indicating disagree and strongly disagree implied disagreement.

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

### **Qualitative Data Analysis**

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 analysing 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 the performance of primary school teachers in Bubare Sub-county. This technique of qualitative data analysis was chosen because it saved time and it was 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 (Amin, 2005).

### **3.11 Ethical Considerations**

Jowell (1986) observes that ethical considerations in research involve outlining the content of research and what was required of participants, how informed consent was obtained and the confidentiality ensured. In conducting this study, the researcher requested for voluntary participation and ethical consent to participate in the study was sought from respondents before they were interviewed and names of respondents and names of seven (7) schools were left anonymous as a confidentiality measure. Even the researcher told the respondents that the study was for academic purposes only and data collected would not be misused to harm respondents. Besides, the researcher collected data himself to ensure originality and adequate data. The researcher followed SOPs of COVID 19. The researcher obtained a letter from DHO Rubanda to visit the selected schools.

### **3.12 Limitations of the Study**

This study like many other studies of its kind was faced by a number of limitations in terms of geographical location, content and time scope. Due to time and financial constraints, the study only covered seven schools out of the nineteen schools in Bubaare Sub-countys. Only government-aided primary schools, their PTA leaders, head teachers and some teachers participated in the study. The results of the study, therefore, relate to only teachers in government-aided primary schools. The results could differ for teachers in private primary schools and even secondary schools. The present study only focused on five welfare dimensions (housing, meals, medical care, the school environment and teachers' attitudes) and their effect on the performance of teachers in government aided primary schools.

The results of the study depended upon the co-operation, willingness and sincerity of the PTA leaders, head teachers and teachers in answering the questionnaires and responding to the items in the interview guide.

As a way of addressing some of the limitations, the researcher ensured that the respondents were fully informed of the purpose of the study, assured that their identity would remain anonymous and the findings of the study were only for academic purposes.

There were delays in the collection of questionnaires since some teachers were not at school. The researcher had to travel long distances to collect them and even calling them on phone.

Poor transport due to poor roads and heavy rains made the collection of data difficult.



## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS**

### **4.0 Introduction**

This chapter presents the results of data collected, analysed, interpreted and the discussion of the findings. Results are presented in chronological order in line with the study objectives and research hypotheses. Seventy four (74) questionnaires were administered to teachers and fourteen (14) key informants comprising seven (7) head teachers and seven (7) PTA chairmen from seven (7) selected schools who were interviewed to establish the relationship between teachers' welfare and teachers' performance in government-aided primary schools in Bubaare Sub-county, Rubanda District. Section one presents the response rate, section two details the demographic characteristics of the respondents (teachers), section three presents the findings related to the various objectives. Results were presented in tables and analysed descriptively (frequencies and percentages). Thereafter, Pearson product moment correlation was used to check the strength of the relationship between the independent and dependent variables.

### **4.1 Response Rate**

Response rate, according to Amin (2005), refers to the number of people who answered the questionnaires divided by the number of people in the sample. It is normally expressed in form of percentages. Before the researcher embarked on the analysis of the data collected, an assessment of the return rate was done by dividing the number of respondents who were involved in answering the questionnaire by the targeted categories of the respondents in each case and multiplied by 100 as presented in Table 4.1:

**Table 4.1: Response rate for the questionnaire**

<b>Category of the respondents</b>	<b>Number of questionnaires administered</b>	<b>Number returned</b>	<b>Return rate (%)</b>
Teachers	74	73	98.7

**Source: Researcher (2021)**

From the above results, seventy four (74) questionnaires were administered but the number of respondents (teachers) who returned the filled questionnaires were seventy three (73) giving the overall return rate as 98.7%. According to Babbie (2001), a response rate that is above 60% is appropriate to make conclusions. The return rate was a clear indication that a good number of respondents (teachers) participated in the study. Amin (2005) argued that a high return rate ensures more accurate survey results. Therefore, it can be concluded that the results obtained were representative and could be relied on for determining the relationship between teachers' welfare and teachers' performance in government-aided primary schools in Bubaare Sub-county, Rubanda District.

## **4.2 Demographic Characteristics of the Respondents**

Under this section the researcher looked at gender, experience, marital status and educational qualification of the respondents (teachers). The analysis of demographic variables in this study was done to justify the representativeness of the demographic characteristics of the samples. The findings are shown in Table 4.2 for gender, experience, marital status and educational qualification of the respondents (teachers):

**Table 4.2: Socio-demographic characteristics of respondents (n=73)**

<b>Demographic Characteristics for the teachers</b>		<b>Frequency</b>	<b>Percentage (%)</b>
Gender			
	Female	28	38.4
	Male	45	61.6
			<b>100</b>
Working Experience			
	1-2 years	11	15.1
	3-4 years	20	27.4
	5-6 years	14	19.2
	More than 6 years	28	38.4
			<b>100</b>
Marital Status			
	Married	43	58.9
	Single	21	28.8
	Divorced	6	8.2
	Widowed	3	4.1
			<b>100</b>
Educational Qualification			
	Certificate	17	23.3
	Diploma	40	54.8
	Bachelors' Degree	16	21.9
	Above	0	0.0
			<b>100</b>

Results in Table 4.2 reveal that 45(61.6%) of the teachers were males while 28(38.4%) were females. This implies that more male teachers than females participated in the study. This is in agreement with Opande (2013) who found that the majority of teachers were males as compared to their female counterparts in government aided schools in Uganda .

Similarly, the results show that a simple majority 28(38.4%) of the teachers had been in service working as a primary school teachers for more than 6 years, followed by those who had 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. This concurs with the findings by Kibwama (2016) in the study made in Bungokho South, Mbale District, that young-minded teachers need to be recruited so as to improve on academic performance.

Also, the results indicate that the majority of the respondents {43(58.9%)} were married, followed by those who were single 21(28.8%) and those who were widowed/divorced were 9(12.3%). This showed that the respondents were responsible and had a stake in education, thus giving the right information for the research. Teaching is a noble profession that calls for a lot of patience and tolerance as children come to school from different settings where some of them make pupils to behave in strange ways. It is thus pertinent that parental skills as well as professional standards are brought into play while administering thematic curriculum in primary schools.

Finally, 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, the majority of the respondents had Certificates and Diplomas.

#### **4.3 Objective One: To determine the influence of teachers' housing on their performance in government-aided primary schools in Bubaare Sub County**

Regarding the statements on teachers' housing and their performance in government-aided primary schools in Bubaare, Sub-county, responses from the respondents are presented in Table 4.3.

**Table 4.3: Responses on teachers' housing and their performance in government-aided primary schools in Bubaare Sub-county**

Statement	Disagreement		Undecided	Agreement		Total
	SD	D		A	SA	
1.The school has enough Freq	4	42	4	10	13	<b>73</b>
teachers' houses to enable %	5.5	57.5	5.5	13.7	17.8	<b>100</b>
regular attendance to all						

lessons by teachers							
2. All teachers' houses are within the school compound to help them to arrive early at school to prepare their lessons in time	Freq	0	51	3	4	15	<b>73</b>
	%	0.0	69.9	4.1	5.5	20.5	<b>100</b>
3. Non accommodated teachers are regularly paid allowances for them to create a friendly learning environment	Freq	40	24	4	1	4	<b>73</b>
	%	54.8	32.9	5.5	1.4	5.5	<b>100</b>
4. All teachers are always housed by the school for them to maintain learners' records safely	Freq	20	41	1	7	4	<b>73</b>
	%	27.4	56.2	1.4	9.6	5.5	<b>100</b>
5. The head teacher is housed by the school for him to assess his teachers properly	Freq	3	32	5	11	22	<b>73</b>
	%	4.1	43.8	6.8	15.1	30.1	<b>100</b>
6. Some teachers are housed by the school enabling them the routine assessment of learners at school	Freq	10	13	5	21	24	<b>73</b>
	%	13.7	17.8	6.8	28.8	32.9	<b>100</b>
7. Teachers stay near the school for efficient counseling and guidance of learners at school	Freq	7	32	1	21	12	<b>73</b>
	%	9.6	43.8	1.4	28.8	16.4	<b>100</b>
8. The school management is concerned with teachers' needs to conduct remedial lessons for slow learners	Freq	3	20	0	34	16	<b>73</b>
	%	4.1	27.4	0.0	46.6	21.9	<b>100</b>

**Source: Results of the Analysis (2021)**

Results in Table 4.3 show that the majority 46 (63.0%) of the respondents (teachers) were in disagreement that schools had enough teachers' houses to enable regular attendance of all lessons by teachers, 23(31.5%) were in agreement while 4(5.5%) were undecided. This implies that schools did not have enough teachers' houses to enable regular attendance of all lessons by teachers.

The majority {51(69.9%)} were in disagreement that all teachers' houses were within the school compound to help them arrive early at school to prepare their lessons in time, 19(26.0%) were in agreement, while 3(4.1%) were undecided. This means that not all teachers' houses were within the school compound to help them to arrive early at school to prepare their lessons in time.

The majority {64(87.7%)} were in disagreement that non-accommodated teachers were 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 were not regularly paid allowances for them to create a friendly learning environment.

The majority {61(83.6%)} were in disagreement that all teachers were always housed by the school for them to maintain learners' records safely, 11(15.1%) were in agreement, while 1(1.4%) were undecided. This means that not all teachers were always housed by the school for them to maintain learners' records safely.

A simple majority of 35(47.9%) were in disagreement that head teachers were housed by the school for them to assess their teachers properly, 33(45.2%) were in agreement, while 5(6.8%) were undecided. This means that head teachers were not housed by the school for them to assess their teachers properly.

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

A simple majority 39(53.4%) were in disagreement that teachers stay near the school for efficient counselling and guidance of learners at school, 33(45.2%) were in agreement, while 1(1.4%) was undecided. This means that teachers did not stay near the school for efficient counselling and guidance of learners at school.

The majority {50(68.5%)} were in agreement that the school management was concerned with teachers' needs to conduct remedial lessons for slow learners, 23(31.5%) were in disagreement. This means that the school management was concerned with teachers' needs to conduct remedial lessons for slow pupils.

Respondents from among PTA leaders and head teachers revealed that Schools lack enough houses for teachers; The schools are trying to build houses for teachers; By improving on housing, i. e. teachers should be housed school or near by the school in order to avoid late coming and absenteeism and again it motivates teachers.

The finding is in line with Nhlabatsi and Dlamini (2015) who found out that housing is accepted as the second most important human need after food, a fundamental human right and it is more than shelter. Housing provides investment opportunities, offers shelter and improves on an employee's social and cultural status. Venkata and Lokanadha (2015) further agreed that housing teachers was meant to make their work easier and enjoyable so that they concentrate on their duties as educators. The 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.

Further, Nhlabatsi's study (2015) found out that teachers struggle to get houses on their own because of the high prices and that housing was beyond the reach of most teachers. Lyimo (2014) revealed that there was lack of adequate teachers' housing, leading to many of them staying away from school in rented houses; and highlighted the effect of teachers' low pay on students' learning.

Ikenyiri and Ihua-maduenyi (2011) found out that enhancement of rent allowance (Housing) was a strong predictor of teacher effectiveness in Rivers State primary schools.

#### **4.4Objective Two: To Ascertain the Influence of Meals on Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

Regarding the statements on teachers' meals and their performance in government-aided primary schools in Bubaare Sub-county, responses from the respondents are presented in Table 4.5.

**Table 4.5: Responses on Meals and Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

Statement			Disagreement		Undecided	Agreement		Total
			SD	D	U	A	SA	
1. This school always provides teachers with break tea	Freq		7	9	0	29	28	<b>73</b>
	%		9.6	12.3	0.0	39.7	38.4	<b>100</b>
2.This school regularly provides food to teachers at lunch time	Freq		5	9	13	41	15	<b>73</b>
	%		6.8	12.3	4.1	56.2	20.5	<b>100</b>
3.This school regularly provides evening tea to teachers	Freq		28	30	9	0	6	<b>73</b>
	%		38.4	41.1	12.3	0.0	8.2	<b>100</b>
4.Feeding teachers at school makes them healthy	Freq		2	1	3	36	31	<b>73</b>
	%		2.7	1.4	4.1	49.3	42.5	<b>100</b>
5.Feeding teachers at school makes them feel comfortable	Freq		4	0	0	38	31	<b>73</b>
	%		5.5	0.0	0.0	52.1	42.5	<b>100</b>
6 Provision of meals to teachers makes them feel valued	Freq		4	1	1	38	29	<b>73</b>
	%		5.5	1.4	1.4	52.1	39.7	<b>100</b>
7.Provision of meals to teachers leads to high teacher morale	Freq		4	0	1	51	17	<b>73</b>
	%		5.5	0.0	1.4	69.9	23.3	<b>100</b>
8.Feeding teachers makes them interested in their work at school	Freq		0	4	2	37	30	<b>73</b>
	%		0.0	5.5	2.7	50.7	41.1	<b>100</b>
9. Feeding teachers makes them to attend	Freq		15	9	3	36	10	<b>73</b>
	%		20.5	12.3	4.1	49.3	13.7	<b>100</b>



staff meetings								
10. Feeding teachers	Freq	5	0	1	40	27	<b>73</b>	
enhances actual teaching of pupils	%	6.8	0.0	1.4	54.8	37.0	<b>100</b>	
11. Provision of meals to teachers helps them to have ample time at school	Freq	5	0	0	40	28	<b>73</b>	
	%	6.8	0.0	0.0	54.8	38.4	<b>100</b>	
12. Provision of meals minimizes teacher absenteeism	Freq	11	7	2	35	18	<b>73</b>	
	%	15.1	9.6	2.7	47.9	24.7	<b>100</b>	
13. Feeding teachers leads to teachers regular assessment of the learners	Freq	9	1	6	43	14	<b>73</b>	
	%	12.3	1.4	8.2	58.9	19.2	<b>100</b>	
14. Provision of lunch to teachers enhances time management for afternoon lessons	Freq	1	0	0	22	50	<b>73</b>	
	%	1.4	0.0	0.0	30.1	68.5	<b>100</b>	
15. Feeding teachers always leads to their management of learner's register	Freq	10	15	4	33	11	<b>73</b>	
	%	13.7	20.5	5.5	45.2	15.1	<b>100</b>	

**Source: Results of the Analysis (2021)**

Results in Table 4.5 show that the majority {57(78.1%)} of the respondents (teachers) were in agreement that schools always provide teachers with break tea; 16(21.9%) were in disagreement. This implies that schools always provide teachers with break tea so as to improve their morale.

The majority {56(76.7%)} were in agreement that schools regularly provide food to teachers at lunch time, 14(19.1%) were in disagreement, while 13(4.1%) were undecided. This means that schools regularly provide food to teachers at lunch time.

The majority {58(79.5%)} were in disagreement that schools regularly provide evening tea to teachers, 6(8.2%) were in agreement while 9(12.3%) were undecided. This means that schools do not regularly provide evening tea to teachers.

An overwhelming majority {67(91.8%)} were in agreement that feeding teachers at schools makes them healthy; 3(4.1%) were in disagreement, while 3(4.1%) were undecided. It means that feeding teachers at schools makes them healthy.

An overwhelming majority {69(94.6%)} were in agreement that feeding teachers at schools makes them feel comfortable; 4(5.5%) were in disagreement. This means that feeding teachers at schools makes them feel comfortable.

An overwhelming majority {67(91.8%)} 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. This means that provision of meals to teachers makes them feel valued.

An overwhelming majority {68(93.2%)} were in agreement that provision of meals to teachers leads to high teacher morale, 4(5.5%) were in disagreement, while 1(1.4%) were undecided. This means that provision of meals to teachers leads to high teacher morale.

An overwhelming majority {67(91.8%)} 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. This means that feeding teachers makes them interested in their work at school.

A majority {46(63.0%)} were in agreement that feeding teachers makes them attend staff meetings; 24(32.8%) were in disagreement, while 3(4.1%) were undecided. This means that feeding teachers makes them attend staff meetings.

An 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. This means that feeding teachers enhances actual teaching of pupils.

An 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. This means that provision of meals to teachers helps them to have ample time at schools.

A 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. This means that provision of meals minimizes teachers' absenteeism.

A majority {57(78.1%)} were in agreement that feeding teachers leads to their regular assessment of the learners; 10(13.7%) were in disagreement, while 6(8.2%) were undecided. This means that provision of meals minimizes teachers' absenteeism.

An overwhelming majority {72 (98.6%)} were in agreement that provision of lunch to teachers enhances time management for afternoon lessons; 1(1.4%) were in disagreement. This means that provision of lunch to teachers enhances time management for afternoon lessons.

A majority {44(60.3%)} were in agreement that feeding teachers always leads to their management of the learners' register; 25(34.2%) were in disagreement, while 4(5.5%) were undecided. This means that feeding teachers always leads to their management of the learners' register.

Findings from interviews conducted with PTA leaders and head teachers generated the following response: Teachers do not contribute to the schools for their lunch and breakfast; Lack of enough food; Lack of parents' participation in provision of meals; Few teachers are provided with meals; School provides breakfast and lunch but no evening tea; No provision of meals to teachers in many schools; Teachers travel long distance to get lunch and this leads to late coming in the afternoon sessions; Provision of meals to the teachers influences teachers' performance; The school is trying to have school garden where to get food for the teachers; PTA is sensitizing parents to contribute for teachers' lunch and break tea and to pay them allowances for extra work done; The schools are planning to have gardens to get food for teachers and to secure enough land for expansion; Teachers welfare will improve on the health of teachers, for example, when they are well fed on a balanced diet.

The findings are in agreement with Tweheyo (2008) who found out that welfare elicits high level of employee performance and, if not provided, workers may remain absent for a long time in order to escape from unhealthy working conditions.

Souza (2009) concluded on a similar note that food is universally accepted as the most important human need. Gulled (2011) found that 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 preparation.

Pescud and Donovan (2012) found that parents and teachers were supportive of expansions of the existing and nominated policy components as other school stakeholders. It was recommended that there should be more effort in designing intervention programmes to enhance the quality of meals the pupils consume and more emphasis put on nutrition education at primary level in rural areas.

#### **4.5 Objective Three: To Investigate the Influence of Medical Care on Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

Regarding the statements on teachers' medical care and their performance in government-aided primary schools in Bubaare Sub-county, responses from the respondents are presented in Table 4.7.

**Table 4.7: Responses on Medical Care and Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

Statement		Disagreement		Undecided	Agreement		Total
		SD	D		A	SA	
1. The school always provides first aid to teachers	Freq	31	16	16	10	0	<b>73</b>
	%	42.5	21.9	21.9	13.7	0.0	<b>100</b>
2. The school has a school sick bay for all teachers	Freq	34	20	16	3	0	<b>73</b>
	%	46.6	27.4	21.9	4.1	0.0	<b>100</b>
3. The school always collaborates with the nearest dispensary in providing medical care to teachers	Freq	12	12	1	41	7	<b>73</b>
	%	16.4	16.4	1.4	56.2	9.6	<b>100</b>
4. Provision of medical care enhances teachers' lesson preparations	Freq	2	1	4	66	0	<b>73</b>
	%	2.7	1.4	5.5	90.4	0.0	<b>100</b>

5. Medical care leads to teachers preparation of lesson plans	Freq	3	1	4	48	17	<b>73</b>
	%	4.1	1.4	5.5	65.8	23.3	<b>100</b>
6. Provision of medical care influences teacher's participation in co-curricular activities	Freq	1	4	2	39	27	<b>73</b>
	%	1.4	5.5	2.7	53.4	37.0	<b>100</b>
7. Teachers medical care by the school leads to pupil discipline management	Freq	13	18	5	47	0	<b>73</b>
	%	17.8	11.0	6.8	64.4	0.0	<b>100</b>
8. Provision of medical care to teachers makes them to counsel and guide pupils at school	Freq	7	1	9	55	1	<b>73</b>
	%	9.6	1.4	12.3	75.3	1.4	<b>100</b>
9. Provision of medical care makes teachers to attend staff meeting	Freq	17	10	2	44	0	<b>73</b>
	%	23.3	13.7	2.7	60.3	0.0	<b>100</b>
10. Medical care for teachers leads to their actual teaching	Freq	2	1	4	62	4	<b>73</b>
	%	2.7	1.4	5.5	84.9	5.5	<b>100</b>
11. Medical care for teachers leads to their preparation of record of work covered	Freq	11	5	2	55	0	<b>73</b>
	%	15.1	6.8	2.7	75.3	0.0	<b>100</b>
12. Teacher medical care minimizes teachers absenteeism	Freq	5	0	5	61	2	<b>73</b>
	%	6.8	0.0	6.8	83.6	2.7	<b>100</b>
13. Provision of medical care to teachers leads to their regular assessment	Freq	4	7	1	60	1	<b>73</b>
	%	5.5	9.6	1.4	82.2	1.4	<b>100</b>

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of the pupils

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**Source: Results of the Analysis (2021)**

Results in Table 4.7 show that the majority {47(64.4%)} of the respondents (teachers) were in disagreement that schools always provide first aid to teachers; 10(13.7%) were in agreement, while 16(21.9%) were undecided. This implies that schools do not always provide first aid to teachers.

The majority {54(74.0%)} were in disagreement that schools have sick bays for all teachers, 3(4.1%) were in agreement, while 16(21.9%) were undecided. This means that schools do not have sick bays for all teachers.

The majority 48(65.8%) 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%) were undecided. This means that schools always collaborate with the nearest dispensary in providing medical care to teachers.

An overwhelming majority {66(90.4%)} were in agreement that provision of medical care enhances teachers' lesson preparation: 3(4.1%) were in disagreement, while 4(5.5%) were undecided. This means that provision of medical care enhances teachers' lesson preparation.

An overwhelming majority {65(89.1%)} were in agreement that medical care enhances teachers' preparation of lesson plans; 4(5.5%) were in disagreement, while 4(5.5%) were undecided. This means that medical care enhances teachers' preparation of lesson plans.

An overwhelming majority, 66(90.4%) were in agreement that provision of medical care influences teachers participation in co-curricular activities, 5(6.9%) were in disagreement while 2(2.7%) were undecided. This means that provision of medical care enhances teachers' participation in co-curricular activities.

The majority {47(64.4%)} were in agreement that teachers' medical care by the school leads to pupil discipline management; 31(28.8%) were in disagreement, while 5(6.8%) were undecided. This means that teachers' medical care by the school leads to pupil discipline management.

The majority {56(76.7%)} were in agreement that provision of medical care to teachers makes them counsel and guide pupils at school; 8(11.0%) were in disagreement, while 9(12.3%) were undecided. This means that provision of medical care to teachers makes them counsel and guide pupils at school.

The majority {44(60.3%)} were in agreement that provision of medical care enables teachers to attend staff meetings; 27(37.0%) were in disagreement, while 2(2.7%) were undecided. This means that provision of medical care enables teachers to attend staff meetings.

An 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. This means that medical care for teachers leads to their actual teaching.

The majority {55(75.3%)} were in agreement that medical care for teachers leads to their preparation of record of work covered, 16(21.9%) were in disagreement, while 2(2.7%) were undecided. This means that medical care for teachers leads to their preparation of record of work covered.

The majority {63(86.3%)} were in agreement that teacher medical care minimizes teachers' absenteeism; 5(6.8%) were in disagreement, while 5(6.8%) were undecided. This means that teacher medical care minimizes teachers absenteeism.

The majority {61(83.6%)} were in agreement that provision of medical care to teachers leads to their regular assessment of pupils; 11(15.1%) were in disagreement, while 1(1.4%) were undecided. This means that provision of medical care to teachers leads to their regular assessment of the pupils.

Respondents in interviews generated the following issues: The schools do not provide medical services to their teachers; No medical care services are provided to teachers because there is no school nurse, no sick bay and even first aid box; Lack of community (parents) involvement in providing medical services to teachers; PTAs are trying to mobilize resources from parents' foundation bodies and politicians in order to cater for teachers' medical services; Provision of medical care ensures good health of teachers and influences teacher's performance by being in schools to do their work comfortably and confidently; Teachers perform well in class when they are healthy and strong; Teachers should be given medical care at school for example, there should be first aid kit, first aid box, school sick bay; School nurse and good collaboration with nearest dispensary reduce teachers' expenditure on medical bills.

The findings are in agreement with the conclusion from Konu and Rimpela (2002) who found out that 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. This was further corroborated by

Odhon'g and Omolo (2015) who concluded that comprehensive school health programmes are now a concern of education stakeholders all over the world. The provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators.

Furthermore, the finding is in line with Odhon'g and Omolo (2015) who found out that provision of adequate health care services remains one of the major challenges facing African governments; together with provision of quality education, and promotion of knowledge management through teamwork and social networks. Khan and Aleem (2015) also found out that welfare factors such as job safety and security, nature of the work, pay and promotion affect the job satisfaction level and influence employee turnover.

The findings are further corroborated by the work of Fengi (2010) who revealed a positive correlation between achievement motivation and mental health. Chaudhury et al. (2004) found out that poor health and frequent illness of teachers was responsible for teacher absenteeism in most schools in Sub-Saharan Africa and India. Ikenyiri and Ihua-Maduenyi (2011) found out that provision of medical and entertainment allowance were a great contributor to teachers' effectiveness in class in primary schools. Afenyadu et al. (2005) found out that it is feasible for the health and education sectors to work in partnership to improve access to early case detection and adequate management of acute episodes of malaria. The study revealed that poor health was a common reason given by teachers for early transfer, as ill teachers requested to be posted to urban centres to allow them access medical services.



#### 4.6 Objective Four: To find out if the School Environment has an Influence on the Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county

Regarding the statements on school environment and teachers' performance in government-aided primary schools in Bubaare Sub-county, responses from the respondents are presented in Table 4.9.

**Table 4.9: Responses on School Environment and Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

Statement		Disagreement		Undecided	Agreement		Total
		SD	D	U	A	SA	
1. The school has enough classrooms for every class	Freq	10	12	0	32	19	<b>73</b>
	%	13.7	16.5	0	43.8	26.0	<b>100</b>
2. All classrooms have good chalk boards	Freq	9	19	0	29	16	<b>73</b>
	%	12.4	26.0	0.0	39.7	21.9	<b>100</b>
3. The school has good sanitation for teachers	Freq	3	19	1	41	9	<b>73</b>
	%	4.1	26.0	1.4	56.2	12.3	<b>100</b>
4. The school has good latrines for teachers	Freq	3	18	0	43	9	<b>73</b>
	%	4.1	24.7	0.0	58.9	12.3	<b>100</b>
5. The school has separate latrines for female and male teachers	Freq	8	14	3	28	20	<b>73</b>
	%	11.0	19.2	4.1	38.4	27.4	<b>100</b>
6. The school has a staff room	Freq	2	5	0	36	30	<b>73</b>
	%	2.7	6.8	0.0	49.3	41.1	<b>100</b>
7. The staff room has working tables for teachers	Freq	6	7	0	38	22	<b>73</b>
	%	8.2	9.6	0.0	52.1	30.1	<b>100</b>
8. All classrooms have enough sitting facilities for pupils	Freq	13	10	0	40	10	<b>73</b>
	%	17.8	13.7	0.0	54.8	13.7	<b>100</b>

9. The staff room has sitting facilities for all teachers	Freq	4	11	0	40	18	<b>73</b>
	%	5.5	15.1	0.0	54.8	24.7	<b>100</b>
10. The school environment influences teachers' preparation of schemes of work	Freq	1	13	8	43	8	<b>73</b>
	%	1.4	17.8	11.0	58.9	11.0	<b>100</b>
11. Working tables promote teachers preparation of lesson plans	Freq	1	17	0	44	11	<b>73</b>
	%	1.4	23.3	0.0	60.3	15.1	<b>100</b>
12. Classroom sitting facilities enhances teachers' management of pupils discipline	Freq	7	4	0	48	14	<b>73</b>
	%	9.6	5.5	0.0	65.8	19.2	<b>100</b>
13. Good school sanitation positively influences teachers	Freq	0	10	1	52	10	<b>73</b>
	%	0.0	13.7	1.4	71.2	13.7	<b>100</b>
14. Provision of separate latrines for male and female teachers	Freq	7	8	6	25	27	<b>73</b>
	%	9.6	11.0	8.2	34.2	37.0	<b>100</b>
15. Provision of sitting facilities in the staffroom affect teachers	Freq	5	20	6	41	1	<b>73</b>
	%	6.8	27.4	8.2	56.2	1.4	<b>100</b>
16. Lack of chalkboards in classrooms have no effect on teachers	Freq	31	11	7	23	1	<b>73</b>
	%	42.5	15.1	9.6	31.5	1.4	<b>100</b>
17. Sitting facilities for teachers affect counseling and guidance	Freq	8	26	10	23	6	<b>73</b>
	%	11.0	35.6	13.7	31.5	8.2	<b>100</b>

**Source: Results of the Analysis (2021)**

Results in Table 4.9 show that the majority {51(69.8%)} of the respondents (teachers) were in agreement that schools have enough classrooms for every class; 22(30.2%) were in disagreement. This implies that schools do have enough classrooms for every class.

The majority {45 (61.6%)} were in agreement that their schools' classrooms have good chalk boards; 28(38.4%) were in disagreement. This means that teachers were opinion that their schools' classrooms have good chalk boards.

The majority {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. This means that schools have good sanitation for teachers.

The majority {52(71.2%)} were in agreement that schools have good latrines for teachers; 21(28.8%) were in disagreement. This means that schools have good latrines for teachers.

The 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. This means that schools have separate latrines for female and male teachers.

An overwhelming majority {66 (90.4%)} were in agreement that their schools have staff rooms; 7(9.5%) were in disagreement. This means that their schools have staff rooms.

The majority {60(82.2%)} were in agreement that schools' staff rooms have working tables for teachers; 13(17.8%) were in disagreement. This means that schools' staff rooms have working tables for teachers.

The majority {50(68.5%)} were in agreement that all classrooms have enough sitting facilities for pupils; 23(31.5%) were in disagreement. This means that all classrooms have enough sitting facilities for pupils.

The majority {58(79.5%)} were in agreement that staff rooms have sitting facilities for all teachers; 16(20.6%) were in disagreement. This means that staff rooms have sitting facilities for all teachers.

The majority {51 (69.9%)} were in agreement that school environments influence teachers' preparation of schemes of work; 14(19.2%) were in disagreement, while 8(11.0%) were undecided. This means that school environments influence teachers' preparation of schemes of work.

The majority {55(75.4%)} were in agreement that working tables promote teachers' preparation of lesson plans; 18(24.7%) were in disagreement. This means that working tables promote teachers preparation of lesson plans.

The majority {62(85.0%)} were in agreement that classroom sitting facilities enhance teachers' management of pupils discipline; 11(15.1%) were in disagreement. This means that classroom sitting facilities enhance teachers' management of pupils' discipline.

The majority 62(84.9%) were in agreement that good school sanitation positively influences teachers; 10(13.7%) were in disagreement, while 1(1.4%) were undecided. This means that good school sanitation positively influences teachers.

The majority {52(71.2%)} were in agreement that there are provisions of separate latrines for male and female teachers; 15(20.6%) were in disagreement, while 6(8.2%) were undecided. This means that there are provisions of separate latrines for male and female teachers.

The majority {42(57.6%)} were in agreement that there the provision of sitting facilities in the staff room affects teachers; 25(34.2%) were in disagreement, while 6(8.2%) were undecided. This means that the provision of sitting facilities in the staff room affects teachers.

The majority {42 (57.6%)} were in disagreement that lack of chalkboards in classrooms have no effect on teachers; 24(32.8%) were in agreement, while 7(9.6%) were undecided. This means that lack of chalkboards in classrooms has effects on teachers.

A simple majority, 34 (46.6%), were in disagreement that sitting facilities for teachers affect counselling and guidance; 29(39.7%) were in agreement, while 10(13.7%) were undecided. This means that sitting facilities for teachers do not affect counselling and guidance.

The researcher collected respondents' views on key issues as follows: The schools have poor environments and sanitation; Lack of enough land to grow some food crops; Lack of sick bay and school nurse; The schools are trying to work for building materials to construct more class rooms, teachers' houses and toilets through fundraising and donations from well-wishers; The schools are trying to provide conducive working environments by procuring more sitting facilities, working upon blackboards, constructing male and female toilets, etc.; Schools lack guidance and counselling services; Parents are paying to buy more land for expansion; The schools are requesting the government to increase the funding to schools to improve on the schools'

environments including fencing the premises; The school environment influences the welfare of teachers for example houses for teachers (not enough), latrines for both female and male teachers separate; Provision of school staff houses, latrines, security and good collaboration of community enables teachers to love their job and hence good performance; The school leaders' attitude does not influence teachers' welfare because school leaders do not provide any welfare service to teachers.

The findings in this study were in agreement with Moore (2012) who found that the role of school environment in teacher satisfaction is very crucial and important among US government-aided schools.

Eacott (2012) also found that education leadership practitioners would benefit from having an instrument that could be used in the monitoring of their practice. Bilal (2012) found a positive relationship between working conditions, rewards, leadership, 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 being burdened with non-teaching duties.

Similarly, Faizi, Shakil and Lodhi (2011) found out that ineffective administration, non-flexible curriculum and outdated teaching methods used by teachers, improper health facilities, imperfect evaluation system, bad inspection and lack of co-curricular activities were the reasons for the declining education standards at secondary level in Karachi, Pakistan.

This is corroborated by Erat, Erdil, Kitapoi and Comlek (2012) who found out that the perceptions of support and trust were significant variables in explaining intention to quit and individual performances.

Ofejebe and Chinyelo (2010) similarly found out that satisfaction of the motivational factors leads to quality performance and high production which improves quality assurance in the education sector.

Adelabu (2005) found out that the school environment was wanting as school buildings were largely dilapidated, many schools were found without adequate toilets, overcrowded, reward systems in terms of salaries and emoluments were largely unsatisfactory and improvements in the education system were not deep enough to record satisfactory enhancement in teachers' morale.

#### **4.7 Objective Five: To examine how School leaders' Attitudes Influence Teachers' Welfare in Government-aided Primary Schools in Bubaare Sub-county**

Regarding the statements on school leaders' attitudes and teachers' welfare in government-aided primary schools in Bubaare Sub-county, responses from the respondents are presented in Table 4.11.

**Table 4.11: Responses on School leaders' Attitudes and Teachers' Welfare in Government-aided Primary Schools in Bubaare Sub-county**

Statement		Disagreement		Undecided	Agreement		Total
		SD	D	U	A	SA	
1.The school leaders are supportive in providing welfare	Freq	3	12	5	40	13	<b>73</b>
	%	4.1	16.4	6.8	54.8	17.8	<b>100</b>
2.The school leaders are happy with the welfare given to teachers	Freq	0	20	5	41	7	<b>73</b>
	%	0.0	27.4	6.8	56.2	9.6	<b>100</b>
3.The school leaders try to mobilize welfare for teachers	Freq	5	20	4	34	10	<b>73</b>
	%	6.8	27.4	5.5	46.6	13.7	<b>100</b>
4.The school leaders are contributing to teachers welfare	Freq	4	17	2	33	17	<b>73</b>
	%	5.5	23.3	2.7	45.2	23.3	<b>100</b>

**Source: Results of the Analysis (2021)**

Results in Table 4.11 show that the majority {53(72.6%)} of the respondents (teachers) were in agreement that school leaders were supportive in providing welfare, 15(20.5%) were in

disagreement while 5(6.8%) were undecided. This implies that school leaders are supportive in providing welfare to their teachers.

The majority {48(65.8%)} were in agreement that school leaders were happy with the welfare given to teachers; 20(27.4%) were in disagreement, while 5(6.8%) were undecided. This means that school leaders were happy with the welfare given to their teachers.

The majority {44(60.3%)} were in agreement that school leaders try to mobilize welfare for the teachers; 25(34.2%) were in disagreement; while 4(5.5%) were undecided. This means that school leaders tried to mobilize welfare for their teacher.

The majority {50 (78.5%)} were in agreement that school leaders are contributing to teachers welfare; 21(28.8%) were in disagreement, while 2(2.7%) were undecided. This means that school leaders were contributing to their teachers' welfare.

The researcher documented a number of views expressed by interviewees as follows: The schools do not provide allowances to teachers; Poor involvement of parents and foundation bodies in planning for the schools; PTAs are trying to mobilize resources from parents' foundation bodies and politicians in order to cater for teachers' welfare; Executive committee and SMC determine the teachers' allowances and give to heads of department and good performers among teachers; The schools are mobilizing more resources to construct more staff houses and to improve on the meals of teachers; When teachers are provided with good welfare services, they get morale to perform their duties, hence eliminating absenteeism, becoming good time managers, ensuring good health and improving on doing their work efficiently; The schools' environments influence teachers' welfare negatively because they do not provide teacher latrines, teachers' houses, working tables, the staff rooms are not having enough sitting facilities; Teachers' welfare enables teachers to perform their duties fully; Leaders' attitudes influence teachers' welfare; Sometimes school leaders contribute towards their welfare; Good teachers' welfare enables teachers to perform their duties and responsibilities; Providing welfare services improves on the performance of teachers; It also helps in time management; School leaders are happy with their welfare.

The finding from our study is in agreement with Leithwood and Jantzi (2000) who found that school leadership had significant and indirect effects on survey reports of teachers' engagement, whereas leadership was not related to student engagement. Hallinger and Heck (2010) also found out 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. Leithwood and Jantzi (2000) also focused on an overall measure of school conditions that included school culture, structure and organization, purposes and goals, and the quality of information used for decision making.



## **CHAPTER FIVE: DISCUSSION, SUMMARY , CONCLUSIONS AND RECOMMENDATIONS**

### **5.0Introduction**

This chapter presents the discussion, 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.

### **5.1 Discussion of the Study Findings**

#### **5.1.1The influence of teachers' housing on their performance in government-aided primary schools in Bubaare Sub-county**

The study findings revealed the influence of teachers' housing on their performance in government aided primary schools in Bubaare Sub-county. These include: the school has enough teachers' houses to enable regular attendance to all lessons by teachers; 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 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 counselling and guidance of learners at school; the school management is concerned with teachers' needs to conduct remedial lessons for slow learners. This was 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 a 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 teacher's status

### **5.1.2 The Influence of Meals on the Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

The study findings revealed the following as ascertaining the influence of meals on the teachers' performance in government aided primary schools in Bubaare Sub County:

school always provides teachers with break tea; school regularly provides food to teachers at lunch time; 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 programmes back to the mid nineteenth century in Europe in France when the Paris guards established a fund for providing needy children with school lunches.

### **5.1.3 The Influence of Meals on Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

The study findings 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; the school has a school sick bay for all teachers; the school always collaborates with the nearest dispensary in providing medical care to teachers; provision of medical care enhances teachers' lesson preparation; 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 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.

#### **5.1.4 School environment has an influence on the teachers' performance in government-aided primary schools in Bubaare Sub-county**

The school environment has an influence on the teachers' performance in government-aided primary schools in Bubaare Sub-county as follows: the school has enough classrooms for every class; all classrooms have good chalk boards; 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 enhance 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 staff room affects teachers; lack of chalkboards in classrooms has no effect on teachers, sitting facilities for teachers affect counselling and guidance. This was 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, staff room, sitting facilities, teaching and learning materials, leadership styles of the head teachers, monitoring and evaluation, the school neighbourhood and the community.

#### **5.1.5 School leaders' attitudes influence teachers' welfare in government-aided primary schools in Bubaare Sub-county**

School leaders' attitudes influence teachers welfare in government-aided primary schools in Bubaare Sub-county; the school leaders are supportive in providing welfare; 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 in line 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 influences 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 and Heck (2010) used a measure of academic capacity as the central mediating variable linking school leadership and student outcomes.

## **5.2 Summary of Study Findings**

The aim of the 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.

Basing on the objective one; the study findings revealed the influence of teachers' housing on their performance in government-aided primary schools in Bubaare Sub-county. These include: the school has enough teachers' houses to enable regular attendance to all lessons by teachers; 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 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 counselling and guidance of learners at school; the school management is concerned with teachers' needs to conduct remedial lessons for slow learners.

Basing on objective two, the study findings revealed the following as ascertaining the influence of meals on the teachers' performance in government aided primary schools in Bubaare Sub-county: school always provides teachers with break tea, school regularly provides food to teachers at lunch time; 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 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.

Basing on objective three, the study findings discovered the following as the influence of medical care on the teachers' performance in government-aided primary schools in Bubaare Sub-county: the school always provides first aid to teachers; the school has a sick bay for all teachers; 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 teachers' 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.

Basing on objective four, the study findings revealed by show that the schools environment has an influence on teachers performance in government-aided primary schools in Bubaare Sub-county which include: the school has enough classrooms for every class: all classrooms have good chalk boards; 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 enhance 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 counselling and guidance

Lastly, on objective five, the study findings showed how school leaders' attitudes influence teachers welfare in government-aided primary schools in Bubaare Sub-county; the school leaders are supportive in providing welfare; 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.

### **5.3 Conclusions**

The conclusions were based on the five objectives of the study:

#### **Objective One: 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 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 counselling 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.

**Objective Two: 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 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 learners' 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.

**Objective Three: To investigate the influence of medical care on the teachers' performance in government-aided primary schools in Bubaare Sub-county**

The study concluded that schools do not always provide first aid to teachers; schools do not have sick bays for all teachers; schools always collaborate with the nearest dispensary in providing medical care to teachers; provision of medical care enhances teachers' lesson preparation; medical care leads to teachers preparation of lesson plans; provision of medical care enhances teachers' lesson preparation; teachers medical care by the school leads to pupil discipline management; provision of medical care to teachers makes them counsel and guide pupils at school; provision of medical care makes teachers 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; 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 care on the teachers' performance in government-aided primary schools in Bubaare Sub-county.

**Objective Four: To find out if the school environment has an influence on the teachers' performance in government-aided primary schools in Bubaare Sub-county**

The study concluded that schools do have enough classrooms for every class; teachers were of the 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; school 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 enhance 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 counselling 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.

**Objective Five: To examine how School Leaders' Attitudes Influence Teachers' Welfare in Government-aided Primary Schools in Bubaare Sub-county**

The study concluded that school 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.



## **5.4 Recommendations**

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

### **Objective One: To determine the influence of teachers' Housing on their Performance in Government-aided Primary Schools in Bubaare Sub-county**

The study recommended that government should put up strategies, for example, constructing modern houses to ensure that staff accommodation/houses are conducive and adequate; 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.

### **Objective Two: To ascertain the influence of Meals on the Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

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.

### **Objective Three: To investigate the influence of Medical care on the Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

The study recommended that government should know 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 care at school and collaboration with the nearest dispensary as it reduces teachers' expenditure.

### **Objective Four: To find out if the School Environment has an influence on the Teachers' Performance in Government-aided Primary Schools in Bubaare Sub-county**

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. This will aid the teachers to perform more in their duties. More structures (classrooms) should be

provided; this will help to attain the standard of 1:25 recommended by the National Policy on Education (2004).

**Objective Five: To examine how School Leaders' Attitudes Influence Teachers' Welfare in Government-aided Primary Schools in Bubaare Sub-county**

The study recommended that PTA leaders and other stakeholders should put up strategies to provide teachers with allowances, good working conditions to enable teachers concentrate on their professional tasks and promote effective learning. Therefore, teaching and learning facilities are supposed to be made available adequately at school.

**Contribution of the Study**

To the best of the researcher's knowledge, this study is the first one to examine the effect of welfare on teachers' performance in Government-aided primary schools in Bubaare Sub-county Rubanda district. Until the present study was undertaken, there had not been studies on the effect of welfare on teachers' performance in Government-aided primary schools in Bubaare Sub-county, Rubanda district. This study explored the effect of housing, feeding, medical care, school environment and leaders' attitudes on teachers.

Performance in government-aided primary schools in Bubaare Sub-county Rubanda district: The study explored teachers' performance as a process of performing their duties as educators unlike earlier studies that had addressed performance in terms of schools' and pupils' results at national and school levels.

The empirical findings in this study are a contribution to the existing body of knowledge in the disciplines of human resources management and education. The findings have provided new empirical affirmation to literature on employee welfare and teachers' performance in general. The empirical findings affirm Herzberg's Two-Factor Theory of Motivation. Publications from the findings of this study will create a reference point for academicians, managers and policy makers in both government and the private sectors.

This study is therefore important to academicians in the fields of management, education and public administration.

This study makes a contribution in guiding the linkage of performance to the management of teachers' housing, feeding, medical care, leaders' attitudes and school environment in government-aided primary schools in Bubaare Sub-county, Rubanda District. The empirical findings of this study may guide school-based managers, DEOs, DISs and DES members in Rubanda in improving teachers' performance in primary schools. The study findings are therefore a contribution to part of the solution to poor teachers' performance in Bubaare Sub-county, Rubanda District.

### **5.5 Suggested Areas for Further Research**

This study was limited to teachers' housing, meals, medical care, school environment and school leaders' attitudes and teachers' performance in government-aided primary schools in Bubaare Sub-county, Rubanda District. The researcher therefore suggested that some further studies be done on the following:-

- i. Effect of leadership styles on teachers' performance in government-aided primary schools in Bubaare Sub-county, Rubanda District.
- ii. Influence of the provision of welfare services and facilities in private primary schools in Bubaare Sub-county, Rubanda District.
- iii. Effect of provision of allowances on teachers' performance in government-aided primary schools in Bubaare Sub-county Rubanda district.
- iv. Effect of the school environment on teachers' performance in government-aided primary schools in Bubaare Sub County, Rubanda district.

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## APPENDIX I

### CONSENT FORM

**KABALE**  
**P.O.BOX 317**  
**Kabale-Uganda**  
**Email: [info@kab.ac.ug](mailto:info@kab.ac.ug)**  
**[admissions@kab.ac.ug](mailto:admissions@kab.ac.ug)**



**UNIVERSITY**  
**Tel: 256-392-848355/04864-26463**  
**Mob: 256-782860259**  
**Fax: 256-4864-22803**  
**website: [www.kab.ac.ug](http://www.kab.ac.ug)**

Dear respondent,

I am Karegyeza Bannet, a student at Kabale University undertaking Master of Arts Degree in educational management of Kabale University. I am carrying out a study on teachers' welfare and their performance in Bubaare sub-county Rubanda District.

I am happy to inform you that you have been selected together with other to participate in this study. I kindly request you to participate in the interview honestly as you can.

Your cooperation will be highly appreciated.

I would like to assure you that your identity and the information will be treated with at most confidentiality and will only be used for academic purposes.

If you accept please sign

.....

Thank you in advance for your cooperation

## APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear Respondent, this questionnaire is intended to collect data from teachers on, **“Teachers Welfare and Teachers Performance in Government Aided Primary Schools in Bubaare Sub-county, Rubanda District”**. You have been identified as a respondent and you are kindly requested to complete the questionnaire as illustrated in each section.

Kindly answer the questions as honestly as possible and the information you give will be kept confidential and used for academic purposes only.

### SECTION A

#### PERSONAL INFORMATION

Please indicate the correct option by ticking (✓)

1. Gender.

(a) Female ☐ (b) Male ☐

2. For how long have you been working as a primary school teacher?

(a) Less than a year ☐ (b) 1-2 years ☐ (c) 3-4 years ☐

(d) 5-6 years ☐ (e) more than 6 years ☐

3. Marital status (a) Married ☐ (b) Single ☐ (c) Divorced ☐ (d) Widowed

4. Highest level of Education ever obtained?

a).Certificate ☐

b).Diploma ☐

c).Bachelor’s Degree ☐

d). Above ☐

### SECTION B:

#### TEACHERS WELFARE AND THEIR PERFORMANCE IN GOVERNMENT AIDED PRIMARY SCHOOLS IN BUBAARE SUB-COUNTY, RUBANDA DISTRICT.

Please indicate the extent to which you agree with the following statements by ticking (✓)  
Appropriately.

Key: **1**= strongly Agree, **2**=Agree, **3**= Undecided, **4**=Disagree, and **5**= strongly disagree.

#### WELFARE AND TEACHERS PERFORMANCE.

HOUSING		SA	A	UD	D	SD
	Statement	1	2	3	4	5
1.	The school has enough teachers' houses to enable regular attendance to all lessons by teachers,					
2.	All teachers' houses are within the school compound to help them to arrive early at school to prepare their lessons in time.					
3.	Non accommodated teachers are regularly paid allowances for them to create a friendly learning environment.					
4.	All teachers are always housed by the school for them to Maintain learners' records safely.					
5.	The head teacher is housed by the school for him to assess his teachers properly.					

6.	Some teachers are housed by the school enabling them the routine assessment of learners at school.					
7.	Teachers stay near the school for efficient counseling and guidance of learners at school.					
8.	The school management is concerned with teachers' needs to conduct remedial lessons for slow learners.					

### SECTION C: MEALS AND TEACHERS PERFORMANCE

Please indicate the extent to which you agree with the following statements by ticking (✓) as in the previous section.

Key: **1**= strongly Agree, **2**=Agree, **3**= Undecided, **4**=Disagree, and **5**= strongly disagree.

S/No.	Statement	SA	A	UD	SD	D
		1	2	3	4	5
1	This school always provides teachers with break tea.					
2	This school regularly provides food to teachers at lunch time.					
3	This school regularly provides evening tea to teachers.					
4	Feeding teachers at school makes them healthy.					
5	Feeding teachers at school makes them feel comfortable.					
6	Provision of meals to teachers makes them feel valued.					
7	Provision of meals to teachers leads to high teacher morale.					
8	Feeding teachers makes them interested in their work at school.					
9	Feeding teachers makes them to attend staff meetings					
10	Feeding teachers enhances actual teaching of pupils					
11	Provision of meals to teachers helps them to have ample time at school.					
12	Provision of meals minimizes teacher absenteeism					
13	Feeding teachers leads to teachers regular assessment of the Learners					
14	Provision of lunch to teachers enhances time management for afternoon lessons.					

15	Feeding teachers always leads to their management of learner's register.					
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**SECTION D:**  
**MEDICAL CARE AND TEACHERS' PERFORMANCE**

Please indicate the extent to which you agree with the statement by ticking (✓) appropriately

Key: **1=** strongly Agree, **2=** Agree, **3=** Undecided, **4=** Disagree, and **5=** strongly disagree.

s/no.	Statement	SA	A	UD	SD	D
		1	2	3	4	5
1	This school provides first aid to teachers					
2	This school has a school sick bay for all teachers.					
3	This school always collaborates with the nearest dispensary in Providing medical care to teachers.					
4	Provision of medical care enhances teachers' lesson preparations.					
5	Medical care leads to teachers preparation of lesson plans					
6	Provision of medical care influences teacher's participation in Co-curricular activities.					
7	Teachers medical care by the school leads to pupil discipline Management					
8	Provision of medical care to teachers makes them to counsel and guide pupils at school					
9	Provision of medical care makes teachers to attend staff meeting.					
10	Medical care for teachers leads to their actual teaching.					
11	Medical care for teachers leads to their preparation of record of work covered.					
12	Teacher medical care minimizes teachers absenteeism					
13	Provision of medical care to teachers leads to their regular assessment of the pupils					



## SECTION E

### THE SCHOOL ENVIRONMENT AND TEACHERS PERFORMANCE OF GOVERNMENT AIDED PRIMARY SCHOOLS

Please indicate the extent to which you agree with the following statements by ticking (✓)  
Appropriately.

Key: **1**= strongly Agree, **2**=Agree, **3**= Undecided, **4**=Disagree, and **5**= strongly disagree.

**Statement 1 2 3 4 5.**

s/no.	Statement	5	4	3	2	1
1	Your school has enough classrooms for every class.					
2	All classrooms have good chalk boards					
3	My school has good sanitation for teachers					
4	My school has good latrines for teachers					
5	My school has separate latrines for female and male Teachers.					
6	The school has a staff room					
7	The staff room has working tables for teachers					
8	All classrooms have enough sitting facilities for pupils					
9	The staff room has sitting facilities for all teachers					
10	The school environment influences teachers' Preparation of schemes of work.					
11	Working tables promote teachers preparation of lesson plans					
12	Classroom sitting facilities enhances teachers' management of pupils discipline					
13	Good school sanitation positively influences teachers					
14	Provision of separate latrines for male and female teachers					
15	Provision of sitting facilities in the staffroom affect teachers'					
16	Lack of chalkboards in classrooms have no effect on teachers					
17	Sitting facilities for teachers affect counseling and guidance					

## SECTION F:

### SCHOOL LEADERS' ATTITUDES INFLUENCE TEACHERS' WELFARE

Please indicate the extent to which you agree with the following statements by ticking (✓)  
Appropriately

Key: **1**= strongly Agree, **2**=Agree, **3**= Undecided, **4**=Disagree, and **5**= strongly disagree.

S/No.	Statement	5	4	3	2	1
1	Are the school leaders supportive in providing welfare					
2	School leaders are happy with the welfare given to teachers					
3	School leaders try to mobilize welfare for teachers					
4	School are contributing to teachers welfare					

### APPENDIX III

#### INTERVIEW GUIDE FOR HEADTEACHERS

##### PERSONAL INFORMATION

Please indicate the correct option by ticking (✓)

1. Gender.

(a) Female ☐ (b) Male ☐

2. For how long have you been working as a primary school teacher? (a) Less than a year ☐

(b) 1-2 years ☐ (c) 3-4 years ☐

(d) 5-6 years ☐ (e) more than 6 years ☐

3. Marital status (a) Married ☐ (b) Single ☐ (c) Divorced ☐ (d) Widowed

4. Highest level of Education ever obtained?

a).Certificate ☐

b).Diploma ☐

c).Bachelor's Degree ☐

d). Above ☐

#### SECTION B

- 1) How does teachers' welfare affect teachers' performance in Bubaare sub-county?
- 2) Does the school provide meals to teachers, what type of meals does the school provide to teachers?
- 3) Do school leaders' attitudes influence teachers' welfare in government aided primary schools in Bubaare sub-county?
- 4) What is the influence of the school environment on the teachers' performance of government aided primary school in Bubaare Sub County?
- 5) What is your view regarding teachers welfare in your school?

- 6) What facilities do you have for supporting teaching and learning in this school?
- 7) How can teachers welfare be improved in this school
- 8) What is your view to teachers' welfare?

**APPENDIX IV**  
**INTERVIEW GUIDE FOR PTA**  
**PERSONAL INFORMATION**

Age:

Sex:

School:

What is your gender?

Please indicate the correct option by ticking (✓)

(a) Female    ☐      (b) Male    ☐

2. For how long have you been working as a PTA member? (a) Less than a year ☐ (b) 1-2 years ☐ (c) 3-4 years ☐

(d) 5-6 years ☐ (e) more than 6 years ☐

3. Marital status (a) Married ☐ (b) Single ☐ (c) Divorced ☐ (d) Widowed

4. What is the highest level of Education ever obtained?

a).Certificate ☐

b).Diploma ☐

c).Bachelor's Degree ☐

d).Master's Degree and above

4. Designation.

**SECTION B**

- 1) How much do you pay your teachers as PTA?
- 2) Do you provide housing facilities to your teachers? Which type of housing?
- 3) Do you provide teachers with meals at school?
- 4) Does your school provide medical care services? From where?
- 5) How often does the school provide allowance to the teachers in your school and what forms of allowance does you provide?
- 6) How are the allowances determined and to whom are they given?
- 7) What efforts are being by the school and school management to ensure that teachers' welfare is improved in this school?
- 8) Does your school provide a conducive working environment?
- 9) What are the challenges that affect teachers' welfare in this school?

**KABALE**

P.O Box 317  
Kabale - Uganda  
Email: info@kab.ac.ug  
admissions@kab.ac.ug

**UNIVERSITY**

Tel: 256-392-848355/04864-26463  
Mob: 256-782860259  
Fax: 256-4864-22803  
Website: www.kab.ac.ug

### **DIRECTORATE OF POSTGRADUATE TRAINING**

February 23<sup>rd</sup>, 2021

#### **To whom it may concern**

This is to certify that *Mr. Karegyeza Bannet* Reg. No. 2018/MAED/1765/R is a postgraduate student of Kabale University studying for *Masters of Arts in Educational Management* in the department of *Foundations of Education*.

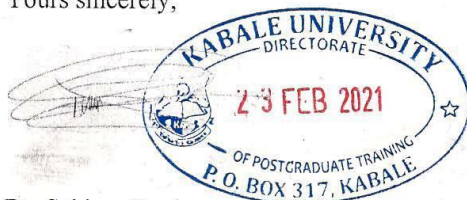
He has successfully defended his Research Proposal for a study entitled,

*"Teacher Welfare and their performance in Government Aided Primary Schools in Bubaare Sub-County, Bubanda District"*

The student is now ready for field work to collect data for his study. Please give the student any assistance you can to enable him accomplish the task.

Thanking you for your assistance.

Yours sincerely,



Dr. Sekiwu Denis  
**DIRECTOR, POSTGRADUATE TRAINING**