STAFF WELFARE AND TEACHERS' PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BUGISU SUB- REGION IN UGANDA

BY

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DECLARATION

I, Kigenyi Erisa Mazaki, hereby declare that, to the best of my knowledge, this study entitled 'Staff Welfare and Teachers' Performance in Public Primary Schools in Bugisu Sub-region in Uganda' is my original work and has not been presented to any institution for any award before.

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APPROVAL

This study entitled 'Staff Welfare and Teachers' in Performance in Public Primary Schools in Bugisu Sub-region in Uganda' was conducted under our guidance and supervision and is submitted with our approval.

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LIST OF ABBREVIATIONS

AIDS - Acquired Immune Deficiency Syndrome

CVI - Content Validity Index

DEO - District Education Officer

DES - Director of Education Standards

DIS - District Inspector of Schools

DV - Dependent Variable

HIV - Human Immune Deficiency Syndrome

IV - Independent Variable

NAPE - National Assessment of Progress in Education

NPA - National Planning Authority

OECD - Organization for Economic Cooperation and Development

PTA - Parents Teachers' Association

SMC - School Management Committee

UNEB - Uganda National Examinations Board

UNESCO - United Nations Educational, Scientific and Cultural Organization

UPE - Universal Primary Education

USA - United States of America

USE - Universal Secondary Education

ABSTRACT

This study was undertaken to establish the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region. Staff welfare was regarded as the independent variable, while teachers' performance was the dependent variable. The study was guided by five research objectives and five research questions. The study employed a descriptive cross-sectional survey research design - with both qualitative and quantitative approaches, and data was collected from 559 respondents. Quantitative data was analyzed using SPSS computer software (Version 20) to generate frequencies, percentages, mean, and standard deviation. Principal Component Analysis and Regression were employed to determine the pattern of interrelations and robustness among the constructs of welfare variable and their level of effect on teachers' performance. Qualitative data analysis was done through thematic content analysis. The findings revealed that welfare is positively associated with teachers' performance in public primary schools in Bugisu sub-region. The findings also revealed that housing, meals, and the school environment have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region, while medical care and allowances did not. It is concluded that welfare may account for teachers' performance in Bugisu sub-region. It is therefore recommended that education policy makers, implementers and managers pay much attention to the provision of teachers' welfare in public primary schools in Bugisu sub-region. This is hoped to improve teachers' welfare policy and performance in public primary schools.

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This study examined the effect of welfare on teachers' performance in public primary schools in Bugisu Sub-region. Chapter One of this study deals with the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, hypotheses, conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions.

1.2. Background to the Study

It has been observed that the performance of teachers all over the world is deteriorating. Their performance is characterized by absenteeism, inadequate lesson preparation and rote-teaching; while the status of teachers and working conditions are also getting worse (Kitunga, 2009; Tao, 2013; Wandira, Onen & Kimoga, 2015). The Education for All Global Monitoring Report shared the consensus that inequality in education and quality of learning at primary level is still poor, with millions of pupils leaving primary schools without basic skills (UNESCO, 2015). Yet, schooling quality ought to be a priority in every country for development to be meaningful (Jones, 2015; Roseline, 2015).

Ntho and Lesotho Council of NGOs (2013) and Akinsolu (2010) posit that teachers are a critical resource and the key determinant of quality in education; and if they are unmotivated, then development in the nation is doomed because education is a key instrument of social, economic and political transformation. This view is supported by Kosgei (2014) and Lyimo (2014) who opine that quality of education is the foundation of the wealth and security of every country. The role of teachers in quality education is

recognized (Tao, 2013) but as to why they no longer perform their duties as educators is still troubling.

The performance of teachers is critical to the survival of the quality of any education system (Namuddu, 2010; Khan & Mansoor, 2013; Awan & 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 since the performance of organizations is dependent on employee performance (Emojong, 2004; Khan & Mansoor, 2013; Veeraselvam, 2014). In the general view, every organization should have interest in igniting employee performance through different strategies such as motivation, retention and development. Among these strategies is employee welfare, remuneration, compensation, and incentives.

The welfare strategy is considered vital because the quality of teachers is crucial to any education system (Kitunga, 2009; Akisolu, 2010; Tao, 2013). 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; NPA, 2015). Since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their training in key skills improves (Bitamazire, 2011 in Ochwo, 2013). While implementing these reforms, one area the education system needs to focus on concerns teacher issues which include, but are not limited to, welfare and teacher performance (Nsubuga, 2008; NPA, 2015; UNESCO, 2015).

There are many and varied philosophical viewpoints about teachers' performance. Iyamu (2005) believes that competent principals, teachers and other school workers have a significant impact on learning. Kitunga (2009) and Oshodi (1991) are of the view that the quality of teachers is the most important determinant of academic performance and hence quality of education. The philosophical viewpoint of the researcher is rooted in the child-centred educational approach. This philosophical view holds that the teacher is an enabler of learning, a guide, an adviser and a fellow traveller in the education journey of the learner; a provider of warmth who nurtures emotions (Brennen, 2001). But a pertinent question arises: how can the teacher perform this role when his/her welfare is not effectively attended to? Could teachers' welfare be having an effect on the performance of teachers in public primary schools in Bugisu Sub region? The researcher believes that teachers' performance as educators in public primary schools can only be evaluated when their welfare is adequately provided for. This viewpoint provided the lens through which the conceptual framework for the current research was developed as seen in Figure 1.1. The researchers' worldview is rooted in ontology which is a branch of philosophy concerned with specifying and explaining the nature of reality and what may be known about it (Brennen, 2001). The current research was concerned with articulating the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region.

Under this section, the historical, theoretical, conceptual and contextual perspectives about welfare and performance of teachers were introduced to provide a comprehensive background for the study.

1.2.1. Historical Perspective

The question of measuring work and employee performance is an old phenomenon that has been debated over the years including the modern study of public administration when people started advocating for rational, scientific management principles designed to improve community service (Romero, 2004; Prasad, 2010; Arena, 2013).

Employee performance can be traced back in the period of three well-established classical management theories: Scientific Management (time and motion study) by Freiderick Winslow Taylor (1911), Administrative Management by Henry Fayol (1916) and Bureaucratic Theory of Management by Max Weber, 1947, (Mahmood, Basharat & Bashir, 2012; Prasad, 2010).

Scientific Management theory was formulated by Freiderick Taylor in 1911 in the USA with the objective of increasing productivity through raising the efficiency and effectiveness of employees. Taylor introduced four principles of management: study of the job to establish the best way to do it; selection of new method and worker and having that worker trained scientifically in the best way to do the work; matching the selected and trained worker to have maximum results; and dividing the task and responsibility equally between management and workers to do the job efficiently and economically (McNamara, 2011; Prasad, 2010).

Administrative Management theory was formulated by Henry Fayol in 1916 with a focus on both business and general management. Fayol introduced six functions and fourteen principles of management. The six functions of management, according to Fayol, are

planning, organizing, coordinating, commanding, forecasting and monitoring (Mahmood, Basharat & Bashir, 2012; Prasad, 2010). The functions and fourteen principles of management were meant to increase efficiency, effectiveness and productivity.

Bureaucratic theory of management was formulated by Max Weber in 1947. The main focus was dividing the organization into hierarchies with strong lines of authority, control, rules, regulations and detailed standard procedures for proper performance of planned tasks (Prasad, 2010; Mahmood, Basharat & Bashir, 2012; Arena, 2013).

These three classical management theories have been debated and improved upon by management scholars and practitioners over the years with the intention of improving both organizational and employee performance. Early classical management theorists promoted the ideals of setting performance standards and measuring work -- hence the evolution of management thought.

Employee performance was being undertaken a long time before the worldwide movement of New Public Management. However, with the emergence of New Public Management, performance became more pronounced. The reason has been that there was demand for transparency, appropriate managerial methods of controlling and managing administrations in order to have efficiency and effectiveness (value for money) in the public sector. Performance appraisal systems have kept changing over the last 6o years from emphasis on the employee through focus on the job and a recent return to the employee. Early employee performance was concerned with simply ranking and comparing individual employees; but due to inherent weakness of such a system, researchers made a transition to job-related performance assessment, leading to the

development of sophisticated models for understanding employee performance appraisal (Welbourne, Johnson & Erez, 1998; Prasad, 2010; Damaris, Elegwa & Kwasira, 2016).

Today, employee performance has become a common phrase among management scholars, consultants and reformers, not only for public 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 measures which include: the Directorate of Education Standards, District Education Officers, District Inspector of Schools, School Management Committees and annual teacher appraisal forms.

There has been development of teachers' competence profile that covers knowledge, skills and values, professional ethics, leadership, research, community relations, reflection and development and collaboration and team work, introduction of customized performance targets for head teachers and their deputies; and head teachers signing performance agreements to ensure efficiency and organizational effectiveness. The ministry has embarked on enhancing the capacity of primary teachers' colleges to accommodate more student teachers; enhancing the qualifications of tutors and recruitment of more qualified teachers. The measures are meant to ensure that teachers perform to their best and there is value for public money spent on public primary education (Oonyu, 2012; Education International & Oxfam Novib, 2011).

On the other hand, employee 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 was an effect of the industrial revolution on workers' working conditions. The social effects of the Industrial Revolution on factory workers were at times inhuman as it got workers' daily life arranged by factory hours in order to increase employee productivity. The inhuman effects of the Industrial Revolution were accompanied by techniques of scientific management that were initiated by Frederick Taylor. Taylor (1911) (in Arena, 2013) argued that scientific management was a way to increase workers' wellbeing, but this claim contradicted the rigidity and bureaucracy imposed by scientific management.

Some British economics scholars were critical of scientific management techniques due to its effects on human beings and its unfairness with regard to the employees (Caldari, 2007). With increasing employees problems characterized by high turnover, absenteeism, and low morale, employers, trade unions, economists, psychologists and other scholars became more concerned with the impact of social considerations of the workers. Employee welfare emerged from early empirical considerations addressed by social practitioners to more theoretical concerns by industrial economists, factory owners and behavioural scientists before being put aside through the shift of interest from industrial relations to present-day human resources management. As Kaur (2012) and Drucker (2010) suggest, today's employee welfare has been an outcome of a struggle for better and more efficient management in industries, including the human angle.

From the factory worker, employee welfare concerns have spread to all types of workers across all professions. In the beginning, employee welfare was started on voluntary basis but the effects of the First World War of 1914-1918, the world Economic Depression that followed and the work of the International Labour Organization (ILO), induced employers, governments, industrialists, trade unions and academicians to take keen interest in labour welfare services and measures. The moral pressure built up by the ILO and industrial unrest of the time made employee welfare a key concern (Souza, 2009).

School education in Uganda was introduced by missionaries in 1877 and was modeled on the British system of education because Uganda was a British protectorate from 1894 until 1962 when it attained her independence. During that time, teachers were held in high esteem 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. The 1971-1979 period of military rule, however, affected all sectors of work including teachers' welfare. This period was characterized by insecurity, breakdown of economic activities, brain drain, and a decline of social services leading to poor teacher welfare. Parents had to step in and this led to the formation of Parents and Teachers' Associations (PTAs) which introduced extra charges paid by parents/guardians that helped to reduce the financial burden of the teachers' welfare (Aguti, 1996; Okuda, 2014). With the introduction of Universal Primary Education in 1997, the PTA charges were abolished in public primary schools in rural areas and the issues of teacher welfare were undertaken by government (Oonyu, 2012).

Abolishing PTA charges was politically popular and it helped attract enrolment; but it did not emphasize teachers' welfare, yet teachers are a key determinant in quality education. Teachers were not happy with their welfare status and are always threatening by taking industrial action over low pay and poor working conditions (Kagolo, 2013; Kaaya, Mulindwa & Kimbowa, 2013; Kagolo, 2015). Yahiaoui, Anser and Lahouel (2015) posit that employee welfare contributes towards organizational performance. The present research sought to establish the effect of housing, food, medical care, allowances and school environment on teachers' performance in public primary schools in Bugisu sub-region.

1.2.2. Theoretical Perspective

There are some theoretical justifications put forward (Souza, 2009) which prompt employers to provide various welfare activities (Raika, 1990; Aswathappa, 2008; Venkata & Lokanadha, 2015). Employee performance evaluations serve as a vital component, one that is of interest to both the organization and the employee (Namuddu, 2010; Odeku & Odeku, 2014). Welfare activities are undertaken by employers in order to secure, increase and preserve employee efficiency (Aswathappa, 2008). It is believed that if employees are given adequate housing, properly fed, treated fairly and if their conditions of work are congenial, then their performance will be high (Kitunga, 2009; Grigore & Stancu, 2011; Gaikwad, 2013).

This study used Fredrick Herzberg's (1959) Two Factor theory and Abraham Maslow's need Hierarchy theory to guide the linkage between welfare and teacher performance. Fredrick Herzberg Two Factor theory has been accepted as one of the theories of motivation in the field of management that can explain contemporary employee

performance. This theory was advanced by Fredrick Herzberg in 1959 to explain employee work motivation. Herzberg states that there are certain factors in the work place that can cause job satisfaction while others cause dissatisfaction.

Herzberg divided the factors into motivating and hygiene factors. The motivating factors are strong contributors of job satisfaction and include things like challenging work, recognition and responsibility (Nairuba, 2011; Linda & Hannah, 2015). The hygiene factors, however, are not strong contributors of job satisfaction but must be present to meet workers' expectations and prevent job dissatisfaction. Hygiene factors include things like provision of employee accommodation, break tea, lunch, and medical support to ensure that an employee is not dissatisfied and ultimately promote effective employee performance (Namuddu, 2010).

Abraham Maslow's need hierarchy theory (1954) postulates that people are motivated to fulfill their needs. Maslow claimed that people can only be healthy and properly adjusted when their basic needs are met. He categorized human needs in five different types which he argued are triggered in a hierarchy from the lowest upwards to the highest level. His categorization of human needs is illustrated in Figure 1.1

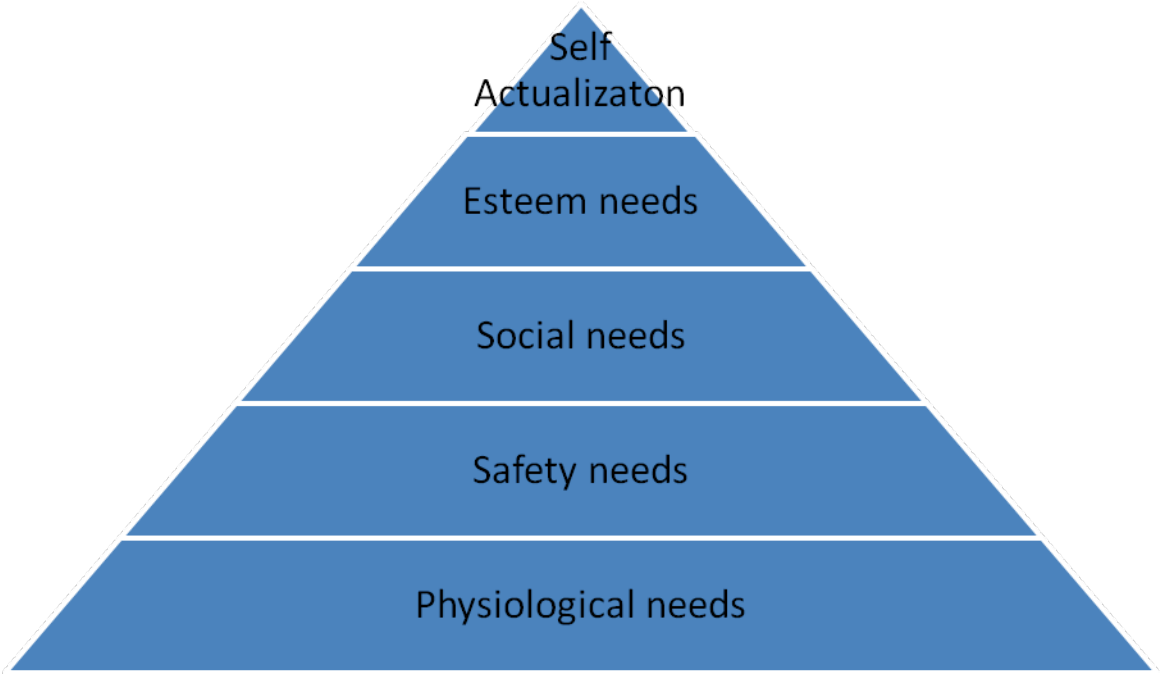

Figure 1.1 Maslow's need hierarchy

Source: Prasad, 2010; Biswajeet, 2006.

As can be seen in Figure 1.1, Maslow categorized the lowest need as physiological needs that specifically satisfy fundamental biological drives such water, food, air to breathe, shelter and sleep. This is followed by safety needs. After the first level needs have been satisfied, then the next level of safety needs is triggered. The second level is concerned with an environment that is physically safe and secure from harm, danger and assurance for tomorrow.

The third level comprises social needs. After satisfaction of physiological and safety needs, social needs are activated. Social needs are concerned with the desire for love, affection and belongingness. Once physiological, safety and social needs have been satisfied, the need for self-esteem is activated. The need for self-esteem is concerned with the desire to gain respect and approval by others. Maslow claimed that the highest level of needs is self-actualization. After all the first four needs have been satisfied, people strive

for self-actualization. People desire to become all that they are capable of becoming by performing at their maximum levels.

Given that welfare in the present study will be focused on provision of staff housing, staff meals at school, medical care, allowances and the school environment, it can be noted that from a theoretical perspective, Herzberg's two theory and Abraham Maslow's need hierarchy theory greatly contributes to understanding and shaping of the linkage between housing, food, medical care, allowances and school environment and teachers' performance in public primary schools in this study.

1.2.3. Conceptual Background

The word performance may mean different things to different people depending on the perspective from which one approaches it. It may imply efficiency, economy, results, or return (profits) on investment (Summermatter & Siegel, 2009; Herath & Rosli, 2013).

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's and organizational goals are met (Feng, 2010). It comprises both behaviour and outcomes (Armstrong, 2003; Feng, 2010). Behaviour comes from the worker who transforms performance from abstraction into action leading to a product or an outcome (Kalyani, 2006). Feng (2010) opines that performance can be viewed from three different angles, that is, result-oriented performance, conduct-oriented performance and the integration of conduct and result-

oriented performance. Bouchaet and Halligan (2008) (in Summermatter & Siegel, 2009) view performance in the public sector from three levels, that is: micro performance that refers to individual public sector organizational performance; the meso performance which refers to performance of a policy; and macro performance which refers to performance of the government as a whole. Performance is taken to mean economy, efficiency, effectiveness and return on investment (OECD, 1994).

Several researchers throughout the evolution of organizational theory and management science have focused on the best way to measure individual and organizational performance and realized that it is a dynamic concept that varies across geographical space, time and scholarly schools of thought. Performance and its crucial dimensions changes and differs over time and space depending on the relations between inputs, activity, output and effect (Summermatter & Siegel, 2009). Summermatter and Siegel (2009) analyzed over 300 papers from 14 journals and found out that the word performance, as applied in management, has several dimensions, subsumed terms and categorizations.

The categorization shows that performance is a multi-dimensional concept that is applicable to governments, government agencies, policies, projects, processes, programmes, industrial establishments, the private sector and individual employees. The research findings by Summermatter and Siegel (2009) revealed that the most common dimensions of performance are outcome, output, efficiency, requirements, input, effectiveness, quality; but there is not a one-size-fits-all definition of performance in the development of the principles and practice of management. The study findings also

revealed that outcomes as a performance dimension were prominent in the USA and inferior in Britain where the dimension of efficiency is more pronounced.

Katarasibwa (2006) echoes Ekatan, Isingoma, Nanziri and Nabwiso (1995) by looking at teacher performance as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfil school objectives. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the pupils. In this study, teacher performance is conceptualized as the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, counselling and guidance.

On the other hand, Veeraselvam (2014) contends that welfare means to fare well. It means maintenance of the health and good attitudes of organizations' employees. Employee welfare means better working conditions for employees in terms of their well-being. It refers to anything done for workers, for their comfort and improvement over and above their salary or wages (Rajkuar, 2014; Veeraselvam, 2014; Lalitha & Priyanka, 2014; Venkata & Lokanadha, 2015). It includes accessibility of services; facilities and amenities in or near the organization to enable employees perform their work in a healthy environment that is conducive to good health and high morale for both the workers and their families in the most comprehensive sense.

The main objective of employee welfare is to keep enriching the quality of life of the workers, keep them happy and contented and have their job motivation levels high (Odeku & Odeku, 2014; Rajkuar, 2014; Veeraselvam, 2014; Venkata & Lokanadha, 2015; Lumu & Kiwuuwa, 2016).

Teachers' welfare means taking care of the teachers by the government, private employers, non-governmental organizations, parents, school administrators and the teachers' trade union directly and indirectly through provision of housing, meals, payment of allowances, construction of classrooms, guidance and counselling, provision of loans, and provision of instructional materials (Goldman, 1999; Rajkuar, 2014; Odeku & Odeku, 2014).

Welfare in the present study is measured in form of housing teachers, provision of meals to teachers at school, provision of medical care, allowances and the school environment in which the teachers perform their duties as educators.

1.2.4. Contextual Background

Sirisha (2015) argues that organizations succeed or fail, based on the quality and effectiveness of their workers. Therefore education outcomes depend on the quality and effectiveness of the teachers. The work of primary teachers in any part of the world is indispensable and requires skills, in-depth knowledge, ability and a positive attitude of the teacher (Njoku, 2011, UNESCO, 2015).

Teacher performance is still a critical factor in most developing countries that are implementing universal primary education yet the quality of an education system depends on the performance of its teachers (Ochwo, 2013; Akpanobong & Asuquo, 2015; Muthoni & Wafula, 2016).

In Tanzania, an Education Lobby, UWEZO, carried out a study (2012) that revealed rampant teacher absenteeism in both primary and secondary schools as a cause for the declining quality of education. Many teachers do not attend to their duties as educators even when they are present in school. The findings reveal that primary education in East Africa has experienced enormous growth in terms of enrolment, leading to increases in public expenditure on education; but education quality has remained low and it may have declined in the rural areas.

Several stakeholders in Education such as parents and employers have always raised questions about the quality of teaching and learning at all levels, from nursery schools to university. Findings in the UWEZO Annual Report (2012) reveal that basic numeracy and literacy skills of primary school children are lacking across the East African region. The findings also reveal that 29% of the pupils in primary seven still face challenges in reading and understanding an English test of primary two.

In Uganda, the 2011 UWEZO report revealed that many pupils in primary six could not understand work meant for primary three level. The Commissioner for Basic and Secondary Education (Nkaada, 2014) notes that absenteeism could be curbed through serious monitoring of teachers and head teachers to help improve on teaching time and

syllabus coverage. Uganda's progress report (2012) on the achievement of the Millennium Development Goals reveals that school enrolment in Sub-Saharan Africa has been rising but the school system has remained wasteful in terms of repetition. Repeating reflects poor teaching and learning. Repeating is also related to poor teacher performance. Nkaada (2014) observes that repeating of classes may not be avoided if there is no proper teaching.

Absenteeism and failure to cover the syllabus is a sign of poor teacher performance which affects the overall pupil academic achievement at the primary level of education. Kagolo (2014) reported that teacher absenteeism in rural areas in Uganda stood at 35% and is the highest in the world, with Ugandan teachers missing two days of work in a week, which is a financial loss to the government and its development partners since teachers are paid on monthly basis.

Progress reports (2012) of Mbale, Manafwa, Bulambuli and Sironko districts local governments revealed 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, yet many of the primary schools hardly produced a single candidate in division one in the Primary Leaving Examinations (PLE) in the last eight years. These districts' progress reports (2012) revealed that teacher absenteeism was a serious challenge, especially during the time teachers' salaries were paid as most teachers went to collect salaries from banks and did not attend to their work at school. There is inadequate teacher lesson preparation, low syllabus coverage and late coming. Some education stakeholders like the Uganda National Teachers' Union (UNATU) have attributed the declining quality of primary

education and poor teacher performance in public schools in Uganda to low teacher incentives (Ssesamba, 2008).

Several studies have been done to establish the factors that affect teacher performance in Uganda. For instance, Namuddu (2010) sought to establish the relationship between the appraisal systems and teacher performance in Aga Khan Schools in Kampala, Uganda. The study focused on the effect of teacher-based evaluation and school-based evaluation criteria on teacher performance. The study found out that emphasis was lacking on teacher-based evaluations, while the school-based evaluation criteria lacked details, organization and emphasis on individual activities. In the study, it was recommended that emphasis was needed on the appraisal process whereby teacher evaluations would be given priority so that teachers feel empowered. However, its applicability would be a problem since the general school-based evaluation needed to be detailed enough in order to measure practical and specific items of performance in improving the appraisal system to a level where teacher performance would improve.

On the other hand, Nairuba (2011) carried out a study on the effect of motivational practices on teachers' performance among secondary schools in Jinja, Uganda. In the study, it was found out that there was a very weak relationship between motivational practices and teachers' performance in urban secondary school in Jinja. The study revealed that although motivational practices were employed, teachers' performance was still very low. The study concluded that there could be other factors that were affecting teachers' performance in the schools. Earlier on, Munene et al (1997) considered the effect of teachers' worker experience and pupils' schooling experience on achievement

(performance) in primary schools in Uganda. The researchers found out that there was ample support for the relationship between teacher work environment, teacher experience and performance.

Similarly, Nsubuga (2008) analyzed the effect of leadership styles of head teachers on school performance of secondary schools in Uganda. The study established that effective school performance requires visionary leadership, amongst others, and that there is a strong visionary and transformational leadership which is recommended for leaders in the education sector.

On the other hand, Kasiisa and Tamale (2013) examined the effect of teachers' qualifications on the performance of primary social studies, the implication of teacher quality in primary schools in Uganda. They found out that teachers with higher qualifications performed better than those teachers with lower qualifications. Kirunda (2012) also carried out a study on performance-based rewards and their effect on the performance of teachers in private secondary schools in Kampala District. The main objective of this study was to assess the effect of performance-based rewards on teacher performance in private secondary schools in Kampala District. The study found out that the most commonly used types of performance-based rewards in private secondary schools were public appreciation, promotion, packages/presents, and duty allowances and overtime pay. In the same study, it was also established that performance based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency.

Mwesiga (2010) sought to find out the impact of training on employee work performance behaviour among secondary school teachers in Ibanda District, Uganda. The study revealed that training has a positive impact on teachers' work behaviour and hence improved performance; and this impact was more significant in boarding schools where such training was supported by the current schooling system, structures and facilitation.

The studies presented above are mainly focused in secondary education. Few of them were done in primary schools and, even then, none of them focused on Bugisu sub region. Furthermore, none of the studies focused on welfare and performance of teachers in public schools in Bugisu sub region. Yet primary school level of education is globally accepted as the foundation of education of any country and any flaws not detected and corrected early enough at this level would definitely affect the entire education system of the country adversely (Duze, 2011; Roseline, 2015).

The Ugandan education system experienced major changes in 1997 when the government adopted UPE which abolished all tuition fees and all parents and teachers' association charges for primary education. The changes led to increased enrolment in primary school pupils from 2.9 million in 1997 to more than 8 million in 2010 (Oonyu, 2012). The government responded to the increased demand in education by undertaking several reforms and policies which included: building and renovation of schools; procurement of instructional materials; training, hiring and retaining teachers; fighting against pupil absenteeism; curriculum reform and decentralization of primary education (Ministry of Education and Sports, 2013).

The national pupil-teacher ratio and pupil-classroom ratio was also revised downwards. In Bugisu sub region, by 2010, pupil-teacher ratio in Mbale was at 57.9%, Manafwa 56.3%, Bududa 54.9%, Sironko 62.7% and Bulambuli at 60.1%. Government funding for the primary education sector since 1997 has stood at between 65% and 68% per year of the total education budget (Oonyu, 2012). Systems of external quality assurance have also been put in place which includes: the Directorate of Education Standards (DES) and National Assessment of Progress in Education (NAPE) under the Uganda National Examinations Board (UNEB).

To improve the quality of education in schools, the government of Uganda and its development partners have initiated substantial quality enhancement measures such as the introduction of the thematic curriculum 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 instruction materials (Nsubuga, 2008). The above-mentioned changes were meant to ensure smooth development of the primary education system in Uganda. However, studies on how the provision of housing, food, medical care, allowances and environment affects teachers' performance in public primary schools are inadequate.

1.3 Statement of the problem

The problem is the recognition that despite several and substantial initiatives by the Government of Uganda and its development partners to enhance the quality of public primary education (Ministry of Education and Sports, 2013; Oonyu, 2012; Nsubuga,

2008), the performance of teachers in public primary schools in Bugisu sub region has remained poor as it is characterized by poor time management, absenteeism, and inadequate lesson preparation and syllabus coverage, poor pupil discipline management and inadequate teaching methods (District Progress Reports, 2012; Nairuba, 2011; Wandira, Onen & Kimoga, 2015).

One pertinent question arises: is there value for public money spent on primary education specifically on teachers in public primary schools in Bugisu sub region in Uganda? Most troubling is: why do teachers in public primary schools in Bugisu sub- region no longer perform their role as educators? (Nanyonjo, 2007; Uwezo, 2010, 2011, 2012; District Progress Reports, 2012; Ochwo, 2013). While a significant amount of research on education in Uganda exists (Nsubuga, 2008; Namuddu, 2010; Nairuba, 2011; Kirunda, 2012; Mwesigwa, 2010; Kasiisa and Tamale, 2013; Wandira, Onen & Kimoga, 2015); research on the effect of welfare on teachers' performance in public primary schools in Bugisu sub region is thin. The issue of welfare and its effect on the performance of teachers in public primary schools is a pertinent issue for education scholars, policy makers, education practitioners, poverty eradication, economic development experts and employers. If the issue of welfare and its effect on the performance of public primary school teachers is not treated with the seriousness it deserves through scientific research in order to inform policy, then the desire to have quality public education and economic development in Uganda may become foreclosed (GoU, 1992).

Primary school education is internationally accepted as the foundation of education of any country. Any flaws in our education system not identified early enough and properly corrected would definitely affect the entire system of education adversely (Duze, 2011

Roseline, 2015). In this study, the researcher sought to establish the effect of welfare services and facilities namely: housing, meals at school, allowances, medical care and school environment, on the performance of teachers in public primary schools in Bugisu sub region in Uganda.

Therefore, this study of staff welfare and performance of teachers in public primary schools in Bugisu sub region was intended to fill this gap.

1.4. Purpose of the Study

The purpose of this study was to establish the effect of welfare on teachers' performance in public primary schools in Bugisu sub region in Uganda.

1.5. Objectives of the Study

The study was guided by six objectives, five of which are linked to the conceptual framework (Figure1.2) using many to one approach (Amin, 2005). The objectives were stated as:

i. To establish the effect of housing on the performance of teachers in public primary schools in Bugisu sub region in Uganda;

ii. To establish the effect of providing teachers with meals at school on their performance in public primary schools in Bugisu sub region in Uganda;

iii. To examine the effect of providing medical care on the performance of teachers in public primary schools in Bugisu sub region in Uganda;

iv. To investigate the effect of providing allowances on the performance of teachers in public primary schools in Bugisu sub region in Uganda;

v. To establish the effect of the school environment on the performance of teachers in public primary schools in Bugisu sub region in Uganda;

vi. To contribute to the body of knowledge.

1.6 Research Questions

The study was guided by the following research questions:

i. How does the provision of quality housing affect the performance of public primary school teachers in Bugisu sub region?

ii. How does the provision of meals to teachers in public primary schools in Bugisu sub region affect their performance?

iii. How does the provision of medical care to public primary school teachers in Bugisu sub region affect their performance?

iv. How does the provision of allowances to public primary school teachers in Bugisu sub region affect their performance?

v. How does the school environment affect teachers' performance in public primary schools in Bugisu sub region?

1.7 Conceptual Framework

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 & Tromp, 2006; LoBiodo-wood & Haber, 2002 in Mazaki, 2009).

A conceptual framework is a diagrammatic presentation of a theory which is presented as a model when research variables and the relationship between them are translated into a visual picture to illustrate the interconnections between and among the study variables (Kombo & Tromp, 2006; Onen and Oso, 2009). The conceptual framework is therefore a scheme of concepts which the study will use in order to achieve the set objectives. The study was based on the conceptual framework developed by the researcher from the literature reviewed as illustrated in Figure 1.2.

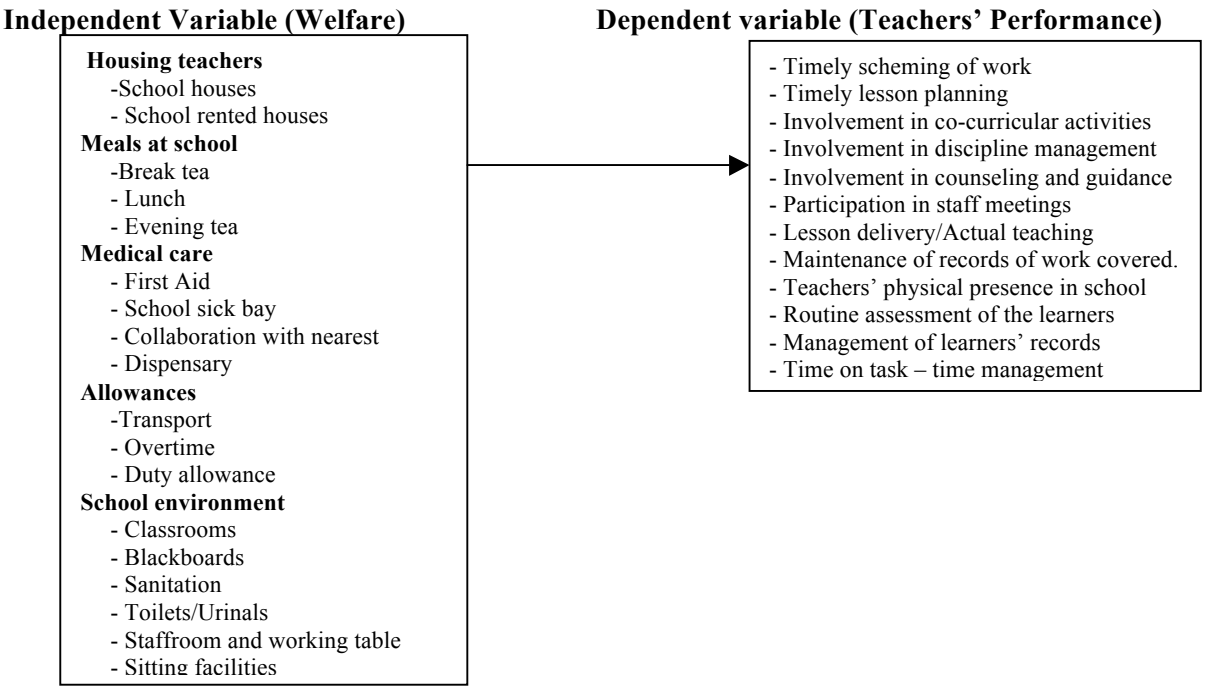

Figure 1.2 Conceptual Framework.

Source: Literature reviewed (Aswathappa, 2008; Nairuba, 2011; Namuddu, 2010; Ministry of education and sports, 2013; Wandira, Onen & Kimoga, 2015)

The conceptual framework above presents the relationship between the independent variable (welfare) and the dependent variable (teacher performance). Welfare in this study is measured in form of housing teachers, provision of meals to teachers at school, provision of medical care, allowances and the school environment; while teachers' performance is in form of making 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. This study is aimed at establishing

the effect of the welfare services on teachers' performance in Uganda using Bugisu region as a case study.

However, there are other factors that may influence teachers' performance negatively or positively other than welfare. These other factors include teachers' qualifications, attitude, and leadership of the head teacher and school management committees. Teachers' performance also depends on their ability, skills, attitude and competence which are influenced by the teachers' academic qualifications.

The type of leadership exercised by head teachers and school management committees influences teachers' performance. Head teachers who are system thinkers, change agents, innovators, those who have a sense of community and shared decision-making, inspiring and exert influence through expertise and persuasion tend to elicit better teachers' performance compared to autocratic and laissez faire head teachers (Ochwo, 2013). Head teachers who are autocratic and those who are laissez faire may not lead to good teachers' performance even when good welfare services are provided in schools (Nsubuga, 2008; Ochwo, 2013).

School Management Committees (SMCs) are supposed to monitor work in schools but findings by the Judicial Commission of Inquiry into UPE and USE (2012) reveal that over 8% of the SMCs had no formal education, 25% had primary education, while 48% had attained ordinary level education, and only 9% had advanced level education. The level of education compromises the ability of most SMC members to understand primary

education issues and monitor teachers' performance in schools. However, other factors are beyond the scope of this study.

1.8 Significance of the Study

The findings of this study may be useful in the following ways:

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

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

Other organizations may use the findings of this study to improve on the welfare package of their employees in order to enhance their performance and productivity.

The findings of this study may contribute to the body of knowledge. The literature review showed that no scientific study had been carried out on the influence of welfare on the performance of teachers in public primary schools in Bugisu sub region. To this end, it may contribute to the power house of knowledge. Therefore the study may have far-reaching implications not only for academicians but also for the government, policy makers, managers and the private sector.

1.9 Justification of the Study

The rationale for undertaking this study is premised on the desire by the researcher to see good quality public education and good teacher performance in public primary schools in Bugisu sub-region since it has been reported that the quality of education is declining (Ssesamba, 2008). As noted earlier, while a significant amount of research on education in Uganda exists (Namuddu, 2010; Nairuba, 2011; Nsubuga, 2008; Kasiisa and Tamale, 2013; Kirunda, 2012; Mwesigwa, 2010), research on teachers' performance in public primary schools is comparatively thin and the effect of welfare on teachers' performance in public primary schools in Bugisu sub region is smaller; hence the need for the present study.

This sub region has been chosen because Mbale, Manafwa, Bulambuli and Sironko district local governments' progress reports (2012) reveal that Bugisu sub region is facing crucial challenges of poor teachers' performance. Financial constraints also cannot permit the researcher to carry out this study all over the entire country.

The issue of welfare and its effect on the performance of teachers in public primary schools is a pertinent issue for education scholars, policy makers, education practitioners, poverty eradication, economic development experts and employers. If the issue of welfare and its effect on the performance of public primary school teachers is not treated with the seriousness it deserves through scientific research in order to inform policy, then the desire to have quality public education and economic development in Uganda may become foreclosed (GoU, 1992).

Primary school education is internationally accepted as the foundation of education of any country. Any flaws in our education system not identified early enough and properly corrected would definitely affect the entire system of education adversely (Duze, 2011).

1.10 Scope of the Study

1.10.1 Geographical Scope

This study was conducted in public primary schools in Bugisu sub region in eastern Uganda on the western slopes of Mount Elgon. The region borders the districts of Tororo, Butaleja, Budaka, Pallisa, Kumi, Kapchorwa and the republic of Kenya in the East. Bugisu sub-region comprises five districts namely, Bududa, Manafwa, Mbale, Sironko and Bulambuli.

Bugisu sub-region has 109 local government administrative units; 3 divisions, 8 town councils and 98 sub-counties. It has 541 public primary schools, 541 primary school head teachers and 6,584 teachers. The sub-region was chosen because Mbale, Manafwa, Bulambuli and Sironko district local government progress reports (2012) and Ssesamba (2008) had revealed that the sub-region was facing crucial challenges of poor teacher performance. As noted earlier, it has been observed that the situation of teachers over the world is deteriorating; the status of teachers and working conditions too are getting worse (Kitunga, 2009). This prompted the researcher to investigate the effect of welfare on the performance of teachers in public primary schools in Bugisu sub-region in Uganda.

1.10.2 Content Scope

The study investigated the effect of welfare on the performance of teachers in public primary schools teachers in Bugisu sub-region. Specifically, the study investigated the effect of providing accommodation, meals, medical care, allowances and environment on teachers' performance in public primary schools in Bugisu sub-region. The school environment was measured in terms of classrooms, blackboards, drainage, sanitation, toilets, urinals, staffrooms, teachers' working table and teachers' sitting facilities.

Teachers' performance was measured in terms of playing their roles as educators, which includes teachers' physical presence in school attending to official duties, time management, adequate syllabus coverage, proper pupil discipline management, actual teaching, effective participation in co-curricular activities, timely assessment of the pupils, organizing and attending to remedial classes for slow learners, counselling and guidance and effective participation in staff meetings. The researcher believes that these are some of the core roles performed by teachers as educators. This is what the study investigated as discussed in Chapter Four.

1.10.3 Time Scope

The study considered the period between 2009 and 2013 while discussing the effect of welfare on the performance of teachers in public primary schools in Bugisu sub9-region. The period of five years was considered because available information in the last five years revealed that public primary school teachers were underperforming their roles as educators (UWEZO, 2010; 2011; 2012; District Progress Reports, 2012).

1.11 Operational Definitions

Teachers' Welfare - In this study teachers' welfare refers to teachers' housing, provision of meals at work, medical care, allowances and the school environment.

Teachers' Performance - In this study, teachers' performance refers to 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.

Allowances – In this study, allowances refer to the money teachers receive for representing the school in official duties outside the school, transport facilitation, overtime, marking tests, conducting remedial lessons, attending staff meetings, conducting counselling and guidance, handling pupil discipline, settlement allowances and funeral expenses when they lose a teacher or members of their nuclear family.

School Environment – In this study, school environment refers to classrooms, blackboards, drainage, sanitation, toilets, urinals, staffrooms, teachers' working table and teachers' sitting facilities.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter is a review of the body of related literature on welfare and teachers' performance which served as a springboard for the current study. The literature review includes a theoretical review, conceptual review and the rest of the review was organized according to the study objectives. The review of literature highlights related studies done on teachers' performance and labour welfare. Studies have revealed that employee welfare in organizations such as schools is aimed at making teachers happy, healthy and duty conscious (Luiba and Musoke, 2004, in Mazaki, 2009; Drucker, 2010; Odeku & Odeku, 2014; Venkata & Lokanadha, 2015).

Welfare may help minimize absenteeism and retain teachers in the teaching service which contributes to good quality public education. 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 (Krishna & Aquinas, 2004; Tweheyo, 2008; Odeku & Odeku, 2014; Venkata & Lokanadha, 2015). Welfare gives teachers an environment to breathe some air of growth and development and think constructively (Souza, 2009; Odeku & Odeku, 2014), and help in improving the relationship between the teachers and management. Improved welfare may minimize strikes and absenteeism by teachers, hence promoting efficiency and effectiveness in schools. Also, it helps teachers to feel heard, cared for and involved (Souza, 2009; Venkata & Lokanadha, 2015).

2.2. Theoretical Review

As noted earlier, there are some theoretical justifications put forward (Souza, 2009) which prompt organizations to provide various welfare activities, and these include: the policing theory, the religious theory, the philanthropic theory, paternalistic theory, placating theory, public relations theory, social theory, and the functional theory (Raika,1990; Aswathappa,2008; Souza, 2009; Venkata & Lokanadha, 2015).

Welfare services are provided in order to increase the productive efficiency of the employees by keeping their motivation levels high (Aswathappa, 2008; Venkata & Lokanadha, 2015). It is argued that welfare activities are undertaken by employers in order to secure, increase and preserve employee efficiency (Aswathappa, 2008). It is believed that if employees are given adequate housing, properly fed, treated fairly and if their conditions of work are congenial, then their performance will be high (Kitunga, 2009; Manzini and Gwandure, 2011; Venkata & Lokanadha, 2015).

This study used Fredrick Herzberg's (1959) Two Factor theory and Abraham Maslow's need hierarchy theory to guide the linkage between welfare and teachers' performance. Fredrick Herzberg's Two factor theory has been accepted as one of the theories of motivation in the field of management that can explain contemporary employee performance. This theory was advanced by Fredrick Herzberg in 1959 to explain employee work motivation. Herzberg states that there are certain factors in the work place that can cause job satisfaction while others cause dissatisfaction. Herzberg divided the factors into motivating and hygiene factors. The motivating factors are strong contributors of job satisfaction and include things like challenging work, recognition and responsibility

(Nairuba, 2011; Bhatnagar, 2014; Linda & Hannah, 2015). However, the hygiene factors are not strong contributors of job satisfaction but must be present to meet employee expectations and prevent job dissatisfaction. Hygiene factors include: provision of employee accommodation, break tea, lunch, medical care, compensation and good working environment to ensure that an employee is not dissatisfied and ultimately promote effective employee performance (Namuddu, 2010; Bhatnagar, 2014).

Although Herzberg's two factor theory has been criticized severely for being methodologically bound, fraught with procedural deficiencies and not being consistent with previous evidence concerned with satisfaction and motivation (Vroom, 1966; Bhatnagar, 2014), it is still applicable to this study because of its relevance to education stakeholders in indentifying factors that may motivate teachers in public primary schools in Bugisu sub-region.

Abraham Maslow's need hierarchy theory (1954) postulates that people are motivated to fulfil their needs. Maslow claimed that people can only be healthy and properly adjusted when their basic needs are met. He categorized human needs in five different types which, he argued, are triggered in a hierarchy from the lowest to the highest level. Maslow categorized the lowest needs as physiological needs that specifically satisfy fundamental biological drives such water, food, air to breath, shelter and sleep. This is followed by safety needs. After the first level needs have been satisfied, then the next level of safety needs is triggered. The second level is concerned with an environment that is physically safe and secure from harm, danger and assurance for tomorrow.

The third level comprises social needs. After satisfaction of physiological and safety needs, social needs are activated. Social needs are concerned with the desire for love, affection and belongingness. Once physiological, safety and social needs have been satisfied, the need for self-esteem is activated. The need for self-esteem is concerned with the desire to gain respect and approval by others. Maslow claimed that the highest level of needs is self-actualization. After all the first four needs have been satisfied, people strive for self-actualization. People desire to become all that they are capable of becoming by performing at their maximum levels. Whereas Maslow's need hierarchy theory has been criticized for discontinuity of hierarchy, disordering among physiological, safety, social and esteem needs, lack of direct cause-effect relationship between need and behaviour and subjectivity of level of satisfaction of needs, it is still applicable to understanding employee welfare and motivation.

Given that welfare in the present study focused on provision of teachers' housing, meals at school, medical care, allowances and the school environment, it can be noted that from a theoretical perspective, the Herzberg two factor theory and Abraham Maslow's need hierarchy theory greatly contribute to understanding and shaping of linkage between welfare and teachers' performance in this study. These theories were helpful in understanding the characteristics of teachers' welfare as reflected on the contemporary support to teaching and how it works well if the managers and teachers have the same goal of achieving higher production through better welfare.

The theories were adopted in the study since welfare services affect performance of any type of employees in any type of organization. The concept of employee welfare has been used by many organizations as a strategy of improving productivity of employees since work-related problems can lead to poor quality of life for employees and a decline in performance (Drucker, 2010; Manzini and Gwandure, 2011; Odeku & Odeku, 2014; Venkata & Lokanadha, 2015).

The role of welfare activities is to promote economic development by increasing efficiency and productivity with the underlying principle being to make workers give their loyal services ungrudgingly in genuine spirit of co-operation and the general well-being of the employee (Priti, 2009; Venkata & Lokanadha, 2015). Mwiti (2007) and Odeku & Odeku (2014) posit that naturally, welfare services may not directly relate to an employee's job but the presence or absence of the services is notable through employee performance, attitude, high or low labour turnover. The teachers provide essential service to the children and thus their labour welfare activities need to address the teachers' plight.

2.3. Conceptual Review

Onen and Oso (2009) note that a conceptual framework is a diagrammatic presentation of a theory and that it is presented as a model when research variables and the relationship between them are translated into a visual picture to illustrate the interconnections between the independent, intervening and dependent variables. The conceptual framework is therefore a scheme of concepts which the study will use in order to achieve the set objectives. In the conceptual framework depicted in Figure 1.1 (page 26), welfare services have been hypothesized to influence performance. Welfare services have been defined as

the provision of housing, meals at school, medical care, allowances and the school environment. The framework suggests that the welfare services for the teachers directly affect their performance in terms of timely scheming, lesson planning and maintenance of children's records of all activities. The collection of data, analysis and discussion of the findings, conclusions and recommendations of this study were based on this framework.

As noted earlier, the word 'performance' may mean different things to different people depending on the perspective from which one approaches it. It is a dynamic concept whose meaning varies across geographical space, time and scholarly schools of thought.
It may imply a comparison between the expected value by an investor and the actual value created by an organization, efficiency, economy, results, or return (profits) on investment (Summermatter & Siegel, 2009; Herath & Rosli, 2013).

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).

Katarasibwa (2006) echoes Ekatan, Isingoma, Nanziri and Nabwiso (1995) by looking at teacher performance as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfil school objectives. In this study teacher performance considered the extent to which the teacher achieves school objectives through lesson

preparation which involves making schemes of work, lesson plans, record of work done, preparing and using learners' registers, physical presence at school attending to official duties, actual classroom teaching, assessment and evaluation of the learners, effective participation in staff meetings, management of learners' discipline, organizing and attending to remedial lessons for slow learners, involvement in co-curricular activities, counselling and guidance.

As noted earlier, employee welfare means better working conditions for employees in terms of their well-being. It refers to anything done for workers for their comfort and improvement over and above their salaries or wages (Venkata & Lokanadha, 2015).

Teachers' welfare in this study was conceptualized as taking care of the teachers by the government, private employers, non-governmental organizations, parents, school administrators and the teachers' trade union. Teachers' welfare therefore means taking care of the teachers by the government, private employers, non-governmental organizations, parents, school administrators and the teachers' trade union directly and indirectly through provision of housing, meals, payment of allowances, construction of classrooms, guidance and counselling, provision of loans, and provision of instructional materials (Goldman, 1999; Odeku & Odeku, 2014). Welfare in this study is measured in form of housing teachers, provision of meals to teachers at school, provision of medical care, allowances and the school environment in which the teachers' perform their duties as educators.

2.4. Review of related Literature

The review of literature for the study was done in accordance with the research objectives which were hinged on the constructs of welfare.

2.4.1. 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 & 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).

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

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 house-hold, 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 this 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, Akinmoladun and Oluwoye (2007) carried out an assessment in Lagos metropolis, Nigeria, of why the problems of housing shortages 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. The study did not consider the effect of housing on teachers' performance in public primary schools in Bugisu sub-region in Uganda.

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 infrastructures 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) analyzed 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 public primary schools in Bugisu sub-region in Uganda.

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 public primary schools in Bugisu sub-region in Uganda.

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 public primary schools in Bugisu sub-region 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 public primary schools, more so in Bugisu sub-region 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 public primary schools in Uganda with the main objective of establishing the effect of welfare on the performance of public primary schools in Bugisu sub-region.

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 and 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 public primary school teachers in Bugisu sub-region, hence the present study.

2.4.2. Provision of Meals and Teachers' Performance

Food is universally accepted as the most important human need (Akinmoladun and 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 the late 1940s; it had been established in the United States of America and later several other countries. As noted earlier, 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).

A number of studies have been done on school feeding programmes and performance. For instance, Pettigrew, 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 expansions to a new school food policy in Australia. The 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. The study recommended further research in other countries to assess the extent to which the policy expansions 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. Whereas this study was in primary schools in Ghana, it was not concerned with provision of meals to teachers and its effect on their performance unlike the present research.

Ikenyiri and Ihua-Maduenyi (2011) investigated teachers' assessment of needs satisfiers as motivation for teachers' effectiveness in Omoku-Rivers states, Nigeria. They found out that prompt payment for food and clothing were statistical predictors of teachers' effectiveness. They recommended that teachers should be paid their allowances on time to maintain their motivation. Similarly, Stuijvenberg (2005) analyzed the base of the school feeding system as a vehicle for micro nutrient fortification in South Africa. The researcher concluded that for school children to realize their full mental and physical potential and perform to their best at school, both short-term and hidden hunger needs have to be addressed. Provision of meals was recommended as an opportunity to alleviate both short-term and hidden hungers. In another study, Gulled (2011) sought to establish the effect school feeding programme on access and retention among school pupils in nomadic families in Wajir District, Kenya. The findings revealed that food supply to schools was enough to sustain the targeted population based on the World Food Programme' policy. The study established a strong relationship between school feeding programme and pupils' access to and retention in primary schools in Wajir District. The researcher concluded that other factors such as lack of knowledge about the value of education and lack of enough

teachers were hindering access to primary education in Wajir District. The researcher also recommended establishment of more boarding schools to enhance retention and performance of pupils in the district. This study was more focused on school feeding and pupil access and retention in primary schools. It did not address the effect of provision of meals on teachers' performance more so in Bugisu sub-region.

To conclude on this section, the review of literature proved that several related studies had been done on provision of food at school and teachers' performance (Danquah, Amoah and Obisaw, 2013; Pettigrew, Pescud, and Donovan, 2012; Ikenyiri and Ihua-maduenyi, 2011; Gulled, 2011; Ells, Hiller, Shucksmith, crawley, Harbige, Wiggins and Summerbell, 2008; Stuijvenberg, 2005) but none had focused on the effect of providing teachers with meals at school on the performance of public primary schools teachers in Bugisu sub-region. Most studies had addressed the effect of feeding on primary pupils' performance, health, access and retention in schools and, more so, none had focused on Bugisu sub-region. This study therefore was meant to fill this information gap.

2.4.3. 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 and Rimpela, 2002).

Some studies have been done about school health care provisions and performance. For instance, according to the United Nations Education, Scientific and Cultural Organization (UNESCO, 2014), teacher turnover due to HIV/AIDS-related illness and death is becoming a chronic problem in Sub-Saharan Africa. It is acknowledged in this report that teachers' health is a critical factor in the provision of quality public primary education in developing countries (Businge & Nakajubi, 2014). However, these researchers did not specifically establish the effect of provision of medical care to teachers on their performance in public primary schools in Bugisu sub-region 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 school girls and have positive effects in influencing change. Whereas this study highlighted medical issues in schools, it was more concerned with students and not teachers. It was more interested in engaging school management in making schools safer for girls. It did not consider provision of medical care to teachers and its effect on their performance. It was carried out in Botswana, Malawi and Mozambique unlike the present research that was done in public primary schools in Bugisu sub-region 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 it effect on their performance. This study was carried out on pharmaceutical companies in Kenya, unlike the present study that done in public primary schools in Bugisu sub-region 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 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 public primary schools in Bugisu sub-region in Uganda.

Fengi (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 public primary schools in Bugisu sub region.

In a related study, Stover and Bollinger (1999) analyzed 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 teacher 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 provides 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) analyzed 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 were a great contributor to teachers' effectiveness in class in primary schools. Whereas the present research is related to these studies, they are 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 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) analyzed 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 (Kono and 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 and Omolo, 2015; Schwandt and Underwood, 2015; Businge & Nakajubi, 2014; MOE & Sports, 2013; Chireshe and Shumba, 2011; Ikenyiri and Ihua-Maduenyi, 2011; Feng, 2010; Kadzamira, 2006; Mulkeen, 2005; Bennell, 2005; Glewwe, 2005; Chaudhury, Hammer, Murabidharan, Kremer, and Rogers, 2004; Ndegwa, et al, 2002; Kono and Rimpela, 2002; Stover and Bollinger,1999). Most of these studies were focused on pupils and not on the effect of providing medical care on public primary school teachers' performance in Bugisu sub-region. This prompted the researcher to desire to carry out the present study.

2.4.4. Allowances and Teacher performance

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

Awan and Asghar (2014) in Pakistan carried out a study to establish the link between job satisfaction with the job salary package, job security, and reward system, and the impact of this satisfaction on the employees' job performance in the banking sector. The results of

this study revealed that the relationship was positively correlated and the impact was significant on employees' job performance. Whereas job salary package, job security and the reward system in this study are key dimensions of welfare, the study was in the banking sector and in Pakistan. The present study considered the effect of allowances, housing, medical care, feeding and the school environment as dimensions of welfare on the performance of teachers in public primary schools in Bugisu sub-region in Uganda.

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 allowance, transport allowance, rent allowance and teaching allowance had been abolished in the mid 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. The present study was in public primary schools in Bugisu sub-region. It was concerned with the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region. It employed both qualitative and quantitative approaches in both data collection and analysis.

Earlier on, Podgursky, Mathew and Springer (2011) analyzed teacher compensation systems in the United States K-12 public school system. The researchers found out that in public K-12 education, the compensation system is fragmented and uncoordinated with provisions often determined by means which are not systematic in assessing the overall incentive effects. It was recommended that policy makers and education stakeholders at all levels would benefit from rigorous assessments of teacher compensation reform programmes and policies as well as assessments of the effect of their various design components.

Ikenyiri and Ilua-Madnenyi (2011) analyzed teachers' assessment of needs satisfies as motivation for teachers' effectiveness in Nigeria. The researchers discovered that enhanced transport allowance was a strong predictor for teacher effectiveness in class. The study was similar to the present study since they both considered teachers' allowances as predictor variables of teachers' performance. However, the present research was done in public primary schools in Bugisu sub-region in Uganda. The two countries may have different working conditions and policies for teachers.

Earlier on, 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.

On the other hand, Mulkeen (2005), in country case studies done in conjunction with the World Bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania, examined if teachers for rural schools were a challenge for Africa. The study found out that there was a system of financial bonuses for teachers who locate in rural schools in Mozambique. In Lesotho, there was hardship a allowance. The study further found out that these allowances were too small to entice teachers to work in rural schools.

Similarly, Selemani-meke (2013) explored the factors that impact negatively on teachers' motivation as regards the implementation of what they learn at continuing professional development programmes in Malawi. The study found out that poor allowances that teachers receive during continuing professional development training have contributed to lack of motivation of teachers to effectively implement at classroom level what they learn at continuing professional development training. The researcher recommended that continuing professional development programme implementers should consider raising the allowances that are given to the teachers to motivate them participate fully in the training and also implement what they learn at the classroom level. Whereas the study focused on primary schools teachers, it was purely qualitative and done in Malawi.

Kadzamira (2006) analyzed teacher motivation and incentives in Malawi and found out that teachers' pay at both primary and secondary school level was inadequate to meet minimum basic needs for food, transport and clothing. The researcher recommended hardship allowances for teachers working in the remote and hard-to-reach rural schools. Meanwhile, Sisungo, 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 a similar way, Cheruto and Benjamin (2010) sought to establish the management challenges facing the implementation of free primary education in Keiyo District, Kenya. They found out that although the head teachers were the chief accounting officers in their respective schools, they faced a lot of difficulties in financial management despite their best efforts to be transparent and accountable on the use of school funds. They recommended that the government and, or the parents should employ accounts clerks in primary schools to assist the head teachers in book-keeping and the government should also avail funds to schools at the beginning of the year to enable school managers plan in time.

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 fringe benefits such as allowances, recognition, 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 urban secondary schools in Jinja. The study concluded that there are other factors that could be affecting teachers' performance in the schools.

Aacha (2010) investigated the effects of motivation on the performance of primary school teachers in Masaka, Uganda. The main objective of this study was to find out whether motivation of teachers had any effect on their morale to perform. It was found out that teachers' performance was good despite the inadequate motivation. The study revealed a significant positive relationship between intrinsic motivation and teacher performance. There was also a positive relationship between extrinsic motivation and teacher performance. It was recommended that there should be an increase in the salary of primary teachers to match the increased cost of living, provision of accommodation to teachers, enhancing supervision as well as offering awards for good performance. The Ministry of Education and Sports (2013) in Uganda analyses teachers' issues in the country as part of teachers' initiative in Sub-saharan Africa (TISSA). In its report (2013), it was revealed that appointed teachers are entitled to several allowances such as: hardship allowances, travel allowances and others. Hardship allowances at 30% of the basic monthly salary are given to teachers in hard-to-reach areas. Hardship allowances are part of the national wage package. The hard-to-reach areas are those places characterized by remoteness, insecurity and poor infrastructure. Hence the allowance is given to attract and retain teachers in those areas. There are also travel allowances which include safari day allowance (per diem) and transport, but this is at the discretion of the school the teacher works. Other allowances include: extra duty allowances in form of acting allowance, duty allowance, and honoraria, sitting allowance normally paid during staff meetings and overtime allowance. It is noted that allowances are at the discretion of the school. Other allowances include pension and gratuity. The teachers who are beneficiaries of pension include teachers who retire at 60 years or have served 20 years in public service and would like to leave or those who retire on medical grounds. Pension is calculated using a

formula based on the last grade reached and number of years of experience. Pension is paid monthly with immediate effect on retiring, while gratuity is paid at the beginning of retirement and in installments depending on availability of funds.

To conclude, the literature reviewed (Awan & Asghar, 2014; Lyimo, 2014; Selemani-meke, 2013; MOES, 2013; Sisungo et al, 2012; Podgursky et al, 2011; Ikenyeri and Ihua-maduenyi, 2011; Nairuba, 2011; Aacha, 2010 Cheruto and Benjamin, 2010; Adeyemi, 2008; Kadzamira, 2006; Mulkeen, 2005) indicated that several related studies had been done on teachers' fringe benefits/allowances largely as employee motivators. However, none analyzed the effect of allowances on public primary school teachers' performance in Bugisu sub-region; hence the present study.

2.4.5. School Environment and Teachers' Performance

As noted earlier, the school environment is a hierarchical system with many sub-systems such as the school leadership, drainage, classroom, 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. The school environment is both physical and perceived (Okereke, 2010; Akintayo, 2012; Moore, 2012; Ntho & Lesotho Council of NGOs, 2013; Odeku & Odeku, 2014).

Several studies have been done on the environment and performance in schools. For instance, Moore (2012) investigated the role of school environment on teacher dissatisfaction among US public school teachers. The findings of this study revealed that

a positive school environment included a supportive administration, enforcement of rules by the principal and other teachers, shared beliefs and values, communication among principal and staff, cooperation and hard work by the principal and the belief that the school is run well. The study further found out that teachers who perceive a more positive school environment, have more control over their classrooms and are, more satisfied with their jobs and teachers' perceptions of student and community problems increase teacher dissatisfaction. Whereas this study brings to light the school environment that both teachers and pupils operate in, it was done in the USA and it was specifically concerned with the role of school environment in teacher dissatisfaction among US public school teachers. This was unlike the present study that was done in Bugisu sub-region and whose concern was the effect of welfare on the performance of teachers in public primary schools.

Fukofuka (2014) analyzed factors that predict employee retention in profit and not-for-profit organizations in Silang Area, Cavite, Philippines. The findings of this study revealed that mission attachment, organizational commitment and employee engagement were predictors of employee retention for both profit and not-for-profit organizations. The study was similar to the present study as they both employed a cross-sectional survey research design and were interested in employee performance. However, the present study was carried out in not-for-profit organizations (public primary schools) only. The present study was more concerned with the effect of welfare on the performance of teachers in public primary schools in Bugisu sub-region while Fukofuka was more concerned with employee retention. In terms of content and geographical scope, the two studies were apart, much as they investigated organizational human resources.

Ntho and Lesotho Council of NGOs (2013) analyzed the effective delivery of public education services in Lesotho. They found out that several schools were not attractive,had inadequate water and sanitation facilities and were responsible for irregular attendance by learners. They also found out that many schools did not have adequate furniture and were overcrowded. They recommended a more safe, secure and protective environment as a key ingredient in the learning process. Whereas this study brought to light the gaps in the effective delivery of education services in Lesotho, it did not address the effect of such a school environment on teachers' performance of their duties as educators.

Mkumbo (2012) undertook a qualitative study that examined teachers' commitment to, and experience of, the teaching profession in six regions in Tanzania. The study revealed that a poor teacher working environment and poor government and community attitudes towards the teaching profession as the key de-motivators for the teachers. From the study, it was recommended that the Government of Tanzania and other education stakeholders improve teachers' working conditions such as housing and social welfare facilities and services. Unlike the Mkumbo study which was purely qualitative in nature, the present study combined both qualitative and quantitative approaches. The present study was more concerned with the effect of the school environment on the performance of public primary schools in Bugisu sub-region in Uganda.

Jones (2015) sought to establish how classroom composition affected learning outcomes in Ugandan primary schools. The study revealed that a classroom compositional factor such as class size had little influence on learning outcomes to justify stand-alone policy

interventions. But this study focused on pupil learning outcomes using test score data for over 250,000 children. The present research was more focused on the effect of the school environment on teachers' performance in public primary schools in Bugisu sub-region. It used data from teachers, SMC members, DEOs, DISs and staff of DES.

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

Similarly, Faizi, Shakil and Lodhi (2011) sought to find out the main reasons for 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 lack 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 et al (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 performances. Organizational support was found to have a significant effect on individual performance. The researchers recommended a similar study in private universities. This study was limited to Turkish state universities and was more concerned with the effect of organizational trust and support. The present study is concerned with the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region.

On the other hand, Ofejebe and Chinelo (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 be taken into consideration. This study and the present research are geographically apart and have considered different education levels.

In a similar way, Adeyemi (2008) analyzed 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 equally low. A significant relationship between organizational climate and teacher job performance were

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. Whereas this study was in primary schools like the present research, they are geographical apart and the two countries (Nigeria and Uganda) operate in different political systems which may affect teacher performance differently.

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 and reward systems in terms of salaries and emoluments were largely unsatisfactory. At the same time, improvements in the education system were not deep enough to record satisfactory enhancement in teachers' morale.

In a related study, Chinyere and Ofojebe (2009) analyzed 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 well-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. While this study was concerned with motivational strategies to re-engineer primary school

teachers for sustainable development, it did not consider the effect of welfare on teachers' performance in public primary schools, more so in Bugisu sub-region.

Duze (2012) analyzed educational policies or programmes in relation to the school environment that were responsible for high pupil attrition or dropouts in Nigeria. The study 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. It was recommended 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 in Delta State, Nigeria to maintain and enforce adequate supervision. The findings of the study revealed that teachers' performance significantly depended on the principal's 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 had been truncated to the worship of wealth and those who had 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. This study falls short of exposing the effect of welfare on teachers' performance.

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 enlightenment 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 among teachers of pedagogical and didactic education and training of multi-cultural and multi-ethnic learners. He recommended the development of a model for managing schools with migrant learners.

Meanwhile, Vazi, Ruiter, Borne, Dumont, Martin and Peddy (2011) assessed indicators of subjective and psychological well-being as correlates of teacher burnout in public 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 outsiders East Cape Province, South Africa.

In a related study, Kadzamira (2006) studied teacher motivation and incentives in Malawi. The study 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. The study 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. The study found out that women were not discriminated against in headship, but obstacles such as unfair promotion procedures, gender stereotyping and rigid career path ways hindered women most. She recommended that the education policy should provide equal opportunity for male and female and the conditions required in the appointments and recruitment should ensure that they avoid discrimination. The study further recommended

that the Ministry of Education formulates 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 were undertaken, retention bonuses instituted and teachers involved in decision-making at school level. The study recommended that head teachers and school managements adopt induction programmes to support new teachers; but it did not address the effect of welfare on teachers' performance.

Duflo, Dupas and Kremer (2007) investigated peer effects, pupil-teacher ratios, and teacher incentives in primary schools in western Kenya. The findings of the study revealed that combining class size reduction with improved incentives leads to significantly larger test score increases. The researchers recommended that government hires teachers on contract as a cost-effective way of responding to the challenges created by free primary education. Meanwhile, Asuga and Eacott (2012) analyzed 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. The study did not establish the effect of welfare on teachers' performance in Bugisu sub-region.

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 managements 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. Some of the recommendations of this study concerned the school environment in which teachers operate but it did not establish its effect on their performance.

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. The researcher recommended further research to continue to define the network of relationship between pupil-teacher and school-level factors and learner achievement without changing the measure revision and validation process of the teacher quality measure. Whereas this study was in primary schools in Uganda, it did not address the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region.

To conclude, the literature reviewed (Olusola, 2014; Fukofuka, 2014; Marishane, 2013; Barmao,2013; Musau, Migosi and Muola, 2013; Ochwo, 2013; Asuga and Eacott, 2012; Ariko and Othuon, 2012; Mkumbo, 2012; Moore, 2012; Nakpodia, 2011; Faizi, Shakil and

Lodhi, 2011; Njoku, 2011; Vazi, Ruiter, Borne, Dumont, Martin and Peddy, 2011; Chinyere and Ofojebe, 2009; Duflo, Dupas and Kremer, 2007; Kadzamira, 2006) indicated that several related studies had been done on the schools environment. However, none had analyzed the effect of school environment on public primary school teachers' performance in Bugisu sub-region; hence the present study.

2.5. Synthesis of the Literature Review

From the literature reviewed, it was evident that provision of teachers' housing, food, medical care, allowances and the school environment and teacher performance are pertinent issues of teachers' welfare. However, there is little indication of any studies that have been done on the effect of such welfare services and facilities on the performance of teachers in public primary schools in Uganda. Hardly, were any studies found to have been done to establish the effect of welfare on teachers' performance in public primary schools, more so in Bugisu sub-region. The researcher therefore carried out the present study to establish the effect of welfare on the performance of public primary school teachers in Bugisu sub-region.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents a description of the various sub-sections that constitute the methodology of the study that were adopted by the researcher in executing the study along with the justification behind them. It contains the research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods, data collection instruments, pretesting (validity and reliability), procedure of data collection, data analysis, measurement of variables, ethical considerations and limitations.

3.2. Research Design

A descriptive cross-sectional survey research design was adopted with both qualitative and quantitative approaches as a way of triangulating and enhancing the quality of the findings of the study (Amin, 2005; Creswell, 2009). Amin (2005, p.63) opines that, "…results from one method can help develop or inform the other method or one method can be nested within another method to provide insight into different levels of analysis". This helped the researcher in attaining methodological triangulation that helped enhance the validity and reliability of the study (Amin, 2005; Creswell, 2009). The personal philosophical position of the researcher is that of a positivist but a qualitative approach was employed for triangulation purposes. Quantitative data was collected from 502 (89.80%) respondents, while qualitative data was collected from 57 (10.20%) respondents. This implies that the present study is largely quantitative. A descriptive cross-sectional survey 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 (Amin, 2005; Kothari, 2010).

The study was cross-sectional because the researcher picked a cross-section of respondents over a short period of time and follow-up of the respondents was not necessary (Picho, 2014). A survey was chosen because it allowed the researcher to get a detailed description of the effect of welfare on the performance of public primary school teachers in Bugisu sub-region. Since the researcher was interested in a systematic description of the effect of housing, provision of meals, medical care, allowances and the school environment on teachers' performance, then this research design was most appropriate.

The researcher used both the quantitative and qualitative approaches in order to triangulate and broaden understanding of the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region (Creswell, 2009).

The quantitative approach was used in the collection, analysis, interpretation and presentation of numerical data. This was done in order to bring to the limelight the status of welfare and its effect on teachers' performance in public primary schools in Bugisu sub-region. Creswell and Clark (2011) opine that this approach is popular in the post-positivist tradition in which researchers design tools to collect data, measure variables and interpret statistical results.

The qualitative approach is associated with ethnographic research whose interest is to understand social processes and cases in their socio-cultural setting (Creswell, 2009; Neuman, 2011). It is the use of open-ended questions or words and it helped the researcher

enlist respondents' experiences in order to understand their perceptions and attitudes on welfare and teachers' performance in public primary schools in Bugisu sub-region.

3.3. Study Area

This study was conducted in Bugisu sub-region located in Eastern Uganda on the western slopes of Mount Elgon. The region borders the districts of Tororo, Butaleja, Budaka, Pallisa, Kumi, Kapchorwa and the republic of Kenya in the East. Bugisu sub-region comprises five districts namely, Bududa, Manafwa, Mbale, Sironko and Bulambuli. The region has 109 lower local government administrative units: 3 divisions, 8 town councils and 98 sub-counties. It has 541 public primary schools, 541 primary school head teachers and 6,584 teachers.

3.4. Study Population

The target population for the study consisted of District Education Officers (DEOs), District Inspectors of Schools (DIS), staff of the Directorate of Education Standards (DES) and members of School Management Committees (SMCs), Head teachers and teachers in selected public primary schools in Bugisu sub-region. Bugisu sub region has 5 DEOs, 5 DISs, and 5 members of the DES. It has 3,246 members of SMC, 541 head teachers and 6,584 teachers. The DEOs, DIS and staff of DES participated in key informant interviews.

The DEOs and DISs were included in this study because they are government officials mandated to oversee the management of primary schools in their respective districts. They are charged with the duty of ensuring that schools implement government education programmes and policies (Education Act, 2008). The DEOs and DISs gave their views on

the status of welfare and teachers' performance in public primary schools. They also availed the researcher with lists of schools and the number of teachers.

The DES was integrated into the study to bring on board their experience of working as a government agency in ensuring education standards. They gave their views on teachers' welfare and performance in public primary schools in Bugisu sub-region.

SMCs were involved in this study based on their role of overseers of the head teachers' day-to-day school administration (Education Act, 2008). Participation of members of SMCs in the study brought to light their experiences of welfare and teachers' performance at their respective schools. They participated by filling in the questionnaires.

Public primary school teachers were taken as the key unit of analysis because they are directly affected by welfare policies. It is this group that directly benefits from welfare and they are the ones who do the actual teaching. Teachers were selected to give their views on welfare and performance. They participated in filling in the questionnaires.

The researcher believes the selected people had information concerning welfare and performance of teachers as educators. The total population for the study is distributed below in Table 3.1.

Table 3.1: Total Population of the Study

District	SMC	No. of public primary schools	No. of teachers	No.of head teachers	DEOs	DIS
Bududa	534	89	907	89	1	1
Manafwa	936	156	1778	156	1	1
Mbale	792	132	2140	132	1	1
Sironko	660	110	1153	110	1	1
Bulambuli	324	54	606	54	1	1
Totals	**3,246**	**541**	**6,584**	**541**	**05**	**05**

Source: District Personnel Offices (2014), Bugisu Sub-Region)

SMC= School Management Committee members

3.5. Determination of the Sample Size

A sample is a set of respondents selected from the target population for purposes of a survey (Kombo & Tromp, 2006). It is a sub-set of the total population that could be studied. The ideal sample is one that is large enough to serve as an adequate representation of the target population about which the researcher would like to generalize and small enough to be selected economically in respect to degree of accuracy, time, money, complexity of data analysis and respondent availability (Best and Khan, 1993). The sample size is in tandem with Kothari (2010) who believes that a sample size should be optimum -- that is, one that fulfils the requirements of efficiency, representativeness, reliability and flexibility.

Gupta and Gupta (1986) opine that an appropriate sample size should increase as the variation in the respondents increases and the greater the degree of accuracy required the larger the sample size. Therefore, in order to determine a representative sample size from a cross-section of the population that fulfils the requirements enumerated by Kothari (2010) and Best and Khan (1993), the Yamane formula (1967) and use of proportions was adopted. The Yamane formula is stated as:

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

Where n=sample size; N=Population size and e=level of precision/sampling error at 0.05. Since the researcher adopted a multi-stage sampling technique, the sample size was computed on 3 districts that were selected randomly, that is Bulambuli, Sironko and Manafwa. Bulambuli District has 19 sub-counties, Sironko District has 21sub-counties and Manafwa District has 30 sub-counties, totalling to 70 sub-counties in selected districts. Therefore, using Yamane formula, the number of sub-counties was,

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

70÷1+70(0.025) =70÷1+70(0.05)2 =70÷1+70×0.0025 =25(sample size for sub-counties)

To select sub-counties per district, proportions were used. Thus;

For Bulambuli, 19÷70×25 =7 sub-counties, Sironko, 21÷70×25 =8 sub-counties and Manafwa, 30÷70×25 =10 sub-counties. To select schools per sub county, the researcher got the number of schools divided by sub-counties in the district. Therefore,

Bulambuli =54÷19 =3 schools per sub-county

Sironko =110÷21 =5 schools per sub-county

Manafwa =154÷30 =5 schools per sub-county

Hence the total number of schools per district that were selected was computed as:

Bulambuli =7×3 =21 schools, Sironko =8×5 =40 schools, Manafwa =10×5 =50 schools.

Therefore, the total number of schools selected =21+40+50 =111. To get the sample size for schools, the researcher again employed the Yamane formula:

111÷1+111(0.05)2 =111÷1+111×0.0025=111÷1.275 =87school (sample size)

To get schools per district, the researcher used proportions. For Bulambuli =21÷111×87 =16 schools, Sironko =40÷111×87=31 schools, and Manafwa=50÷111×87 =40 schools. Since the total number of teachers in the region was 6,584, while that of school management committees was 3,246, it means that, on average, every school has 6,584÷

541 =12 teachers and every school has 6 members of the SMC. Hence, the selected 87 schools will ive a total of 1,044 teachers (87×12) and 522 SMC members (87×6). Hence the target population was : DEOs 5×1 =5, DISs 5×1 =5, DES 1×5 =5, SMC 87×6 =522, Head teachers 87×1=87, and Teachers 87×12 =1044. This target population is summarized in Table 3.2.

Table 3.2: Sampled Population of the Study

DEOs	5×1	5
DISs	5×1	5
DES	1×5	5
Head teachers	87×1	87
SMC	87×6	522
Teachers	87×12	1044
TOTAL		**1668**

Therefore, to get sample size for teachers and SMC, the researcher used proportions. That is for SMC, 522÷3,246×1,668 =268 and for teachers, 1,044÷6,584×1,668 =264. The distribution of the sample size is shown below in Table 3.3.

Table 3.3: Sample size for the Study

DEOs	3
DISs	3
DES	5
SMC	268
Head teachers	87
Teachers	264
TOTAL	**630**

3.6. Sampling Techniques and Procedure

The researcher employed several methods to select the appropriate sample for the study. These included multi-stage, purposive, cluster and simple random sampling. Multi-stage

sampling was applied during the selection of districts, sub-counties and schools. Three out of five districts were selected by simple random sampling. In the selected districts, sub counties were also selected by simple random sampling and this was also applied to schools in the selected sub-counties. Simple random sampling was employed to avoid bias.

In the selected districts, cluster sampling was employed. Cluster sampling is a technique which involves identifying the clusters of informants that represent a sample and including them in the study in order to increase levels of efficiency of sampling while reducing costs (Amin, 2005; Koul, 2009).

In the selected schools, stratified sampling was employed. Teachers were grouped into two, males and females, and simple random sampling was performed on them. Purposive sampling was applied when collecting data from the district education officers, district inspectors of schools and staff of the directorate of education standards because they are few and were directly in management of schools at the district level, hence expected to be knowledgeable about the status of welfare and performance of public primary school teachers. Purposive sampling, also referred to as judgment sampling, is a non-random sampling technique which is a deliberate choice of an informant due to the qualities the informant possesses (Amin, 2005; Tongco, 2007). For members of SMC, simple random sampling method was applied and this helped the researcher to save time (Amin, 2005; Koul, 2009; Kothari, 2010). Since Bugisu sub-region has 109 local government administrative units (3 divisions 98 sub-counties and 8 town councils), 541 public primary schools, 541 head teachers and 6,584 teachers, a three multi-stage sampling design was

most appropriate because it was less costly, avoided bias and was easy to administer without compromising representativeness and allowed inference/generalization (Kothari, 2010; Koul, 2009).

3.7. Data Collection Methods

Researchers (Cohen & Manion, 1991; Kothari, 2002) recommend that before a researcher decides on the data collection methods, he or she should bear in mind both secondary and primary data. The researcher collected data from both secondary and primary sources using a mixed methodology for triangulation purposes during the various phases of the study (Patton, 2002).

Secondary data was collected from textbooks, journals, government reports, unpublished theses and the internet. Secondary data was gathered from existing literature on employee welfare and performance. Secondary data was also collected through documentary reviews in order to establish the existing level of knowledge on welfare and teachers' performance in public primary schools in Bugisu sub-region, the assumptions made and the key information gaps, particularly regarding housing, feeding, medical care, allowances, environment and teachers' performance linkages. Documentary reviews help to substantiate primary data with other sources of information in order for the researcher to gain insight in the area of study and beef up discussions (Patton, 2002).

Primary data was generated from field findings and the main primary data collection methods employed by the researcher were observation, interview and through questionnaires. Through the observation method the researcher was able to directly

observe and collect information on the school environment, staff housing and provision of meals at school. The method helped the researcher to collect data in its current form and it did not require the active cooperation of the respondents. It helped the researcher to obtain firsthand information about welfare and teachers' performance in contrast to information that was provided by the respondents in the questionnaires. Through the observation method, the researcher was in position to obtain additional, unexpected but useful information which helped him formulate his own version of what was occurring in reference to welfare and performance of public primary school teachers in Bugisu sub-region independent of the respondents (Kothari, 2010, Amin, 2005).

The researcher also used the interview method through oral verbal interactions with purposively selected DEOs, DISs and head teachers in a structured way to minimize on time wastage. Structured interviews require lesser skill, are more economical and provide room for inference. Since interviews allow flexibility, it enabled the researcher to adjust the interview to meet the diverse situations in the field. Interviews allowed explanations of meanings to the questions to eliminate ambiguity and provided an opportunity for the respondents and the researcher to correct any misunderstanding, and in-depth information search through further investigation of the responses that served the purpose of triangulation (Koul, 2009, Amin, 2005).

Collection of data was also done through questionnaires. The researcher prepared questionnaires containing several questions concerning the objectives of the study and gave them to the respondents who wrote down the answers in the spaces provided in the questionnaire itself, which made it more economical and convenient (Amin, 2005).

3.8. Data Collection Instruments

The main data collection instruments in this study were observation checklists, structured interview guide and questionnaires. The researcher used these three types of instruments for purposes of triangulation and they were developed on the basis of the study objectives and the conceptual framework. Researchers (Curran & Blackburn, 2001; Mugenda & Mugenda, 2003; Tashakkori & Teddlie, 2003; Bryman, 2006) recommend the use of multiple instruments to provide a wealth of data that meets the objectives of the study and also enhance the extent to which the study findings can be trusted and generalizations made from them.

3.8.1. Observation checklist

An observation checklist is a systematically designed schedule or form containing what the researcher would like to observe during the study in terms of numbers, sizes and their conditions (Amin, 2005). It involves a systematic collection of data through vision as the main source (Sarantakos, 2005).

Observation checklists helped the researcher collect data directly seen on the quality and number of teachers' houses, meals, medical care, allowances and school environment and their effect on teachers' performance in public primary schools in Bugisu sub-region. This helped the researcher to minimize deliberate respondent information falsification and get first-hand information (Amin, 2005).

3.8.2. Interview guide

An 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. It helped the researcher to understand the perceptions of the respondents better because it was a social encounter which catered for respondents who were more willing to talk than write as they preferred to remain anonymous (Orodho, 2009; Berg, 1999; Best & Khan, 1993).

The interview guide contained open-ended questions which compelled the respondents to give more unrestricted responses since open-ended questions are perceived as less threatening (Picho, 2014). The interview guide helped the researcher to collect data from DEOs, DISs and head teachers in a short time since they were normally busy and could not have had the time to fill the questionnaire. Interviews provided an opportunity for exploration and clarity of issues to enrich the content scope and establish new insights on housing, feeding, medical care allowances and school environment, and how these affect teachers' performance in public primary schools in Bugisu sub-region (Best & Khan, 1993).

3.8.3. Questionnaire

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 the objectives of the study (Amin, 2005). It is research tool that gathers data over a large sample of respondents.

Questionnaires were used because they catered for confidentiality, collection of a lot of data in a short time with a large number of respondents who were geographically apart. Questionnaires did not call for close supervision; they were cheap and allowed respondents to fill them at a time convenient to them (Koul, 2009, Kothari, 2010).

3.9. Pre-testing (Validity and Reliability)

3.9.1. Validity

Mazaki (2009) echoes LoBiondo-wood & Haber (2002) by referring to validity as the extent to which an instrument measures what it is supposed to measure and whether it measures it accurately. To ensure validity, the research instrument covered all the dimensions of the phenomenon under study as clarified in the conceptual framework in Figure 1.1. The questionnaire was discussed with colleagues and the supervisors to assess its structure, contents, clarity, consistency and relevancy in relation to the research objectives. The study was also carried out in a natural setting of public primary schools.

The level of accuracy of the instruments was also determined through computation of content validity index (CVI), an indicator of level of accuracy of the instrument. The inter-judge coefficient of validity was applied for each item in the instrument (number of judges declared instrument valid)／(total number of judges) and an average was computed for the

overall instrument (Amin, 2005). The CVI formula by Amin (2005) was applied; CVI = Number of items declared valid / total Number of items. After computing the CVI as a way of determining the level of accuracy of the instrument, the researcher interpreted the CVI on the basis of George and Mallery's (2003) rule of thumb;

(A) 1 - 0.9 = Excellent (B) 0.89 – 0.80 = Good (C) 0.79 – 0.70 = Acceptable (D) 0.69 – 0.60 = Questionable (E) 0.59 – 0.50 = Poor (F) 0.49 – 00 = Unacceptable.

The questionnaire was given to two expert researchers (supervisors) to rate the validity of the items therein and content validity index (C.V.I) was computed by dividing the total number of valid items by the total number of the items in the questionnaire. The CVI was found to be 0.849. The researcher also used triangulation, which is more than one data collection method, to enhance the quality of the findings following the advice of Amin (20050, Koul (2009) and Kothari (2010).

3.9.2. Reliability

Amin (2005) opines that reliability is the extent to which an instrument consistently measures whatever it is measuring. Mugenda and Mugenda (2003) consider reliability as the extent to which a research tool gives consistent results after repeated trials. To ensure reliability, the researcher constructed a questionnaire with appropriate wording that was simple, direct and familiar to the respondents. Items in the questionnaire and interview guide that were double-barreled, leading and based on assumptions were avoided. At the same time, the schools and respondents were selected without bias. The research tool was pre-tested in a pilot study in one of the schools that was not selected for the study but within a similar environment to the schools participating in the study. This was done to

determine the clarity of items in the questionnaire and the effectiveness of instructions. The level of consistency was then computed through a reliability coefficient which ranges between 0 and 1, and results were interpreted on the basis of George and Mallery's (2003) scale. Necessary adjustments were then made on the questionnaires following the results of questionnaire from the pilot study. After piloting the total instrument, the items were divided into two comparable sub-sets; all odd items in one half and all the even items in the other half. Computation of each group's score was based on two halves since each group ended up with a score for the odd items and a score for the even items and then two sets of scores were correlated. A reliability Coefficient was then computed using Spearman-Brown prophecy formula (estimates the reliability for whole test based on the correlation for ½ the test):

$$r_{xx'} = \frac{2r_{oe}}{1 + r_{oe}}$$

Where, *r*oe = correlation between odd and even items.

$r_{xx'}$ = estimated reliability for full test. The reliability coefficient was found to be 0.87.

As noted earlier the results of the computed reliability coefficient were then interpreted on the basis of George and Mallery's (2003) rule of thumb:

(A) 1 - 0.9 = Excellent (B) 0.89 – 0.80 = Good (C) 0.79 – 0.70 = Acceptable (D) 0.69 – 0.60 = Questionable (E) 0.59 – 0.50 = Poor (F) 0.49 – 00 = Unacceptable.

3.10. Procedure of Data Collection

The researcher obtained an introductory letter from the Faculty of Business and Management, MUST/UTAMU, and from the District Education Officers of Bulambuli, Sironko and Manafwa districts, that were used to introduce him and his research assistants to the relevant authorities in public primary schools in Bugisu sub-region. The researcher appointed five research assistants trained them and used them to collect data from public primary school teachers while he himself collected data from DEOs, DISs, DES and head teachers using a structured interview guide and an observation checklist. After constructing questionnaires, the researcher wrote an accompanying letter that assured the respondents that any information they would give would be kept confidential and used for academic purposes only. A good relationship with the respondents and the researcher and his assistants was established by informing the respondents about the purpose of the study and they were guided on how to fill the questionnaire. Appointments were made with head teachers on when to conduct the interview during the month of May 2015.

3.11. Data Analysis

Data analysis is the process of examining what has been collected in a survey and making deductions and inferences (Kothari, 2010). It involves scrutinizing the acquired information and searching for patterns of relationship that exist among the data groups

(Kombo & Tromp, 2006, Kothari, 2010). The researcher employed both quantitative and qualitative research paradigms in data analysis for purposes of methodological triangulation in order to enhance the validity and reliability of the study findings (Amin, 2005).

3.11.1. Quantitative Data Analysis

Data collected from the field was examined for its accuracy and completeness of information given. It was cleaned, sorted out and entered into the SPSS computer software (Version 20), explored and analyzed. Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to generate reports for discussion. Inferential statistics such as Pearson correlation analysis was used to establish the relationship between welfare and teachers' performance in public primary schools in Bugisu sub-region. Regression analysis was employed to determine the magnitude of the effect of welfare on teachers' performance in pubic primary schools in Bugisu sub-region.

Frequencies and percentages were used because they easily communicate research findings to the majority of the readers. Frequencies easily showed the number of times a response occurred and the number of respondents in a given category, while percentages were used to inform the comparison of the sub groups that differ in size and proportion (Gay, 1992).

Frequencies and percentages were also used to indicate whether welfare had a high, moderate or low effect on the performance of teachers in public primary schools in Bugisu sub-region, while the mean was used to indicate the average score of a range of scores. Standard deviation was used to assess the degree of dispersion of the values around its

mean, and was also employed in assessing the error to which the mean of the sample was subjected when estimating the mean of the population from which the sample was taken.

The researcher employed principal component analysis using Varimax with Kaiser Normalization as rotation method to identify the structure of the study variables. Only factors with an Eigen value greater than one unit were retained according to Guttman-Kaiser rule.

This approach has been recommended by some researchers (Amin, 2005; Hair et al, 2006; Field, 2009; Williams, Onsman & Brown, 2010; Kothari, 2010; Sriayani, 2011) who posit that it is robust as it minimizes the amount of prediction error, reduces data set to a more manageable size while retaining as much of the original information as possible, simplifies the factor structure to attain a linear relationship and improves score interpretation. Njong and Ningaye (2008) have recommended the use of principal component analysis as a good method of combining variables whose component loadings have a fairly intuitive interpretation.

A hierarchical regression analysis was performed to determine the contribution of each of the independent variables to the variation in teachers' performance in public primary schools in Bugisu sub-region.

3.11.2. Qualitative Data Analysis

Qualitative data analysis was done through thematic content analysis as was recorded during face-to-face interview and through observation. The researcher used a quick impressionist summary in analyzing qualitative data: he summarized key findings by

noting down the frequent responses of the respondents during the interview on various themes concerning housing, meals, medical care, allowances and school environment and their effect on performance of public primary school teachers in Bugisu sub-region. This technique of qualitative data analysis was chosen because it saves time and it is not very expensive. Interviews were listened to attentively, in order to indentify the emerging themes and through sorting, recording, reflection and interpretation of the meaning of data (Amin, 2005; Kambo & Tromp, 2006; Souza, 2009; Nsubuga, 2008).

3.12. Measurement of Variables

Measurement is the process of assigning numbers to various degrees of observations, opinions and attitude about variables, and the level of measurement is a function of the rules under which the numbers are assigned (Kothari, 2010).

For the questionnaire in this study, the variables "welfare and teacher performance" were measured using ordinal scale; using a 5-point Likert scale format (Strongly Disagree = 1; Disagree = 2; Undecided = 3; Agree = 4 and Strongly Agree = 5) adopted from Firdaus (2006) and modified according to the objectives of this study was employed.

The Likert scale technique was used to assign a scale value to statements (indicators of the chosen dimensions of welfare) which then measured the respondent's favourableness towards the given point of view. The Likert-type scale of measuring variables was chosen because it is easy to construct; takes much less time; is considered more reliable as under it respondents answer each statement included in the questionnaire; and it allows use of statements that may not have a direct relationship to the attitude being studied (Kothari, 2010). The questionnaire was divided into sections based on the constructs in the

independent variable and the dependent variable. Thus: section A items on personal information (demographic characteristics); section B items on housing; section C items on meals at school; section D items on medical care; section E items on allowances; section F items on school environment; section G items on teachers' performance; and section M items on the moderating variable. In analyzing the responses from the Likert scale of the questionnaire, means and standard deviation generated through the SPSS package were obtained and an appropriate scale to interpret the means was used.

Generally, the scale was hinged on the categorization in Table 3.4 below:

Table 3.4: Scale for interpretation of the mean value range

Mean Value Range	Response Mode	Interpretation
4.01 – 5.00	Strongly Agree	Very Satisfactory
3.01 – 4.00	Agree	Satisfactory
2.01 – 3.00	Disagree	Fairly Satisfactory
1.01 – 2.00	Strongly Disagree	Not Satisfactory

Interpretation of results from the ordinary least square regression analysis was based on the standard regression (0.05). If it was below the standard, then welfare had significant positive effect on teachers' performance in public primary schools in Bugisu sub-region and if it was above the standard, then meant that welfare had no significant effect on teacher performance in the region.

3.13. Ethical Considerations

During the planning, collection and processing of data, the researcher followed a number of research guidelines to maintain ethical standards which included: seeking informed consent of the respondents and making it known that their participation was voluntary and they were free to withdraw from the study at any time or were free not to answer questions that they were uncomfortable with. The researcher accorded due respect to the respondents' privacy and confidential treatment. The names of the participants and their schools were not identified; the respondents had to remain anonymous. Approval and permission to conduct the study was sought and obtained from the Research Ethics Committee of Mbarara University of Science and Technology and Uganda National Council of Science and Technology. The researcher also sought and obtained permission from DEOs to gain access to selected public primary schools and this was followed by officially writing to the head teachers requesting them to allow the researcher to conduct the study. (Amin, 2005, Nsubuga, 2008).

The researcher was objective in conducting the research process in order to avoid bias -- for example, by employing well-trained research assistants to collect the data. The researcher also displayed a high level of confidentiality with data collected from the respondents by ensuring that the names of the respondents and those of the schools remained anonymous and also sought informed consent from them before administering data collection instruments.

3.14. Limitations

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 three out of the five districts that constitute Bugisu sub-region. It considered only 87 schools out of 541 schools in the sub-region. It covered 87 out of 541 head teachers; 268 members of SMC out of 3,246 members; 264 out of 6,043 teachers; 3 out of 5 DEOs and 3 out of 5 DISs in the sub-region.

Only public primary schools, their SMC members, head teachers and teachers participated in the study. The results of the study, therefore, relate to only teachers in public 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, allowances and the school environment) and their effect on the performance of teachers in public primary schools. There could be other welfare dimensions that have an effect on the performance of teachers in public primary school in Bugisu sub-region. Performance in national examinations in the selected primary schools was not analyzed in this study. The factors that influence the provision of welfare services and facilities in public primary schools in Bugisu sub-region were also not included in this study.

The results of the study depended upon the co-operation, willingness and sincerity of the DEOs, DISs, SMC members, 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. The use of Yamane formula:

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

and proportions in determining the sample size and the use of simple random sampling in the selection of districts, sub-counties and schools, purposive and cluster sampling techniques in the selection of respondents ensured representativeness in this study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1. Introduction

This chapter presents an analysis and interpretation of the study findings. The chapter is presented objective by objective to enable a logical flow of the study findings. The first section of this chapter deals with presentation of the response rate and demographic characteristics of the respondents. This is followed by an analysis of study variables by gender, marital status and work status. The second section of this chapter deals with empirical findings, starting with correlation analysis followed by descriptive findings about the status of teachers' housing, meals, medical care, allowances, school environment, teachers' performance and principal component analysis. The last section presents hierarchical regression analysis.

After sorting and coding, data was entered into a computer and data exploration was done using SPSS version 20. Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to generate reports for discussion. Inferential statistics such as correlation analysis was used to determine the association between welfare and teachers' performance in public primary schools in Bugisu sub-region. Regression analysis was employed to determine the magnitude of the effect of welfare on teachers' performance in pubic primary schools in Bugisu sub-region. The researcher then employed principal component analysis using Varimax with Kaiser Normalization as rotation method to determine the structure of each of the study variables.

The findings from the interviews with head teachers, district inspectors of schools and district education officers on the effect of welfare on the performance of teachers in public primary schools in Bugisu sub-region were integrated with the findings from the questionnaire and are also presented in this chapter. The presentation, analysis and interpretation were done objective by objective.

4.2. Response Rate

The researcher started by ascertaining the response rate from both the interview and the returned questionnaire before undertaking the analysis in order to ensure that the findings are representative of the sample (Babbie, 1990; Fowler, 1993; Mugenda & Mugenda ,2003). Researchers (Nulty, 2008; Baruch & Holton, 2008; AAPOR, 2011) contend that a high response rate assures accuracy and builds confidence in the results. Bearing this in mind, the response rate was computed and the findings are presented in Table 4.1

Table 4.1: Response rate

Category of respondents	Expected number	Actual number		Data collection Tool
		Frequency	%Frequency	
Teachers	264	261	98.86	Questionnaire
SMC	268	241	89.92	Questionnaire
Head teachers	87	49	56.32	Interview guide
DISs	3	3	100	Interview guide
DEOs	3	2	66.67	Interview guide
DES members	5	3	60	Interview guide
Sample size	630	559	88.73	

Source: Authors calculations, 2015

As indicated in Table 4.1, the expected sample size for the study was 630 but actual respondents were 559. This implies that 88.7% of the expected participants actually

participated in the present research. The number of expected respondents who did not participate was only 11.3%.

Researchers like Babbie (1990) have asserted that a response rate of 50% is adequate, 60% is good, and 75% is considered very good. This contradicts Fowler (1993) who opines that 75% is the rule of thumb for the lowest response rate, and Mugenda and Mugenda (2003) who contend that 70% is representative of the sample. Baruch and Holton (2008) and AAPOR (2011) recommend that a response rate of pre-determined survey questionnaires should be above 80%. The pre-determined survey questionnaires in the present research were administered to teachers and SMC members.

The response rate for the pre-determined survey questionnaires was 94.36%. Since the overall response rate in the present research was 88.7%, while that of the pre-determined survey questionnaires was 94.36%, then the number of expected respondents who did not participate was insignificant. This percentage is within the scholarly accepted percentages taken as complete response rate (Babbie, 1990; Fowler, 1993; Mugenda & Mugenda, 2003; Baruch & Holton, 2008; AAPOR, 2011). Given the high response rate in this study, it implies that the relevance of welfare in teachers' performance in public primary schools cannot be doubted.

The categories were: 261 of the expected 264 teachers, 241 of the expected 268 SCM members, 49 of the expected 87 head teachers, 03 of the expected 03 DISs, 02 of the expected 03 DEOs, 03 of the expected 05 DES members. Table 4.1 also reveals that of the various respondents, the response rate of the DISs was 100%, teachers was 98.86%, SMC

was 89.92%, DEO was 66.67%, DES was 60% and Head teachers was 56.32% as per their respective categories. The researcher easily accessed the DISs and they were willing to be interviewed. The teachers and SMC members were also easy to access and were willing to participate in the study. One DEO was not accessible, while 43.68% of the head teachers were also not accessible as they indicated that they were too busy to spare time for the interview.

From Table 4.1, it can be seen that qualitative findings were collected from 57 (10.20%) respondents while quantitative data was collected from 502 (89.80%) respondents. This implies that the present study is largely quantitative. The qualitative findings (10.20%) from the head teachers, DEOs, DISs and members of DES were used to triangulate the quantitative findings from the teachers and members of SMC. The interview guide was used by the researcher to collect data from DES, DEOs, DISs and head teachers in a short time since they were normally busy and may not have had the time to fill the questionnaire.

4.3. Demographic characteristics of respondents

In order to get an overall mental and physical picture of the sample and obtain a clear understanding of the respondents' perceptions of the concepts under study, it is recommended (Purdie et al, 2002; Kirtiraj, 2012; Kasekende, 2014) that demographic characteristics of respondents be analyzed.

Analysis of demographic characteristics of respondents is one of the ways through which a researcher enters into the respondent's natural setting in order to obtain a clear insight of

the study concepts the way the respondent does (Kasekende, 2014). Bearing this in mind, the researcher analyzed the demographic characteristics of the respondents; majorly focusing on districts, teachers, school management committee members, gender, number of years worked at a particular school, and marital status.

4.3.1. Respondents by District

The distribution of respondents per district who returned the questionnaire was ascertained as clearly presented in Table 4.2.

Table 4.2: Respondents by district

District	Frequency	%Frequency
Bulambuli	96	19.1
Sironko	179	35.7
Manafwa	227	45.2
Total	502	100

A total of 502 respondents out of the 532 that were sampled returned the filled-in questionnaires. This represented 94.36%, of whom 19.1% were from Bulambuli, 35.7% from Sironko and 45.2% from Manafwa districts. These figures are proportionately representative of the number of respondents from the selected districts in Bugisu sub-region. The number of unreturned questionnaires was insignificant as it only accounted for 5.64%. The findings revealed that three out of five districts in Bugisu sub-region participated in the study.

4.3.2. Respondents by Gender

Ali, Saghir and Hassan (2006) contend that gender is a statistical distribution of male and female respondents that have participated in a study. The gender of the respondents was ascertained and results are indicated in Table 4.3.

Table 4.3: Respondents by Gender

Gender	Frequency	% Frequency
Female	213	42.4
Male	289	57.6
Total	502	100

The findings revealed that the majority of the respondents were male (57.6%). The female respondents stood at 42.4%, implying that both genders were fairly represented. This revelation contradicts Kazi et al (2013, p.124) who assert that ‘‘the bulk of statistics around the world consistently confirms that teaching profession is predominantly held by the feminine gender’’. This contradiction may be explained by the hard-to-reach nature of Bugisu sub-region which favours the male gender. It may also be explained by the absence of adequate teachers’ houses in public primary schools in Bugisu sub-region as revealed in Table 4.11.

4.3.3. Respondents by Marital Status

The marital status of the respondents was analyzed and findings presented in Table 4.4

Table 4.4: Respondents by Marital Status

	Frequency	%Frequency
Married	289	57.6
Single	114	22.7
Divorced	47	9.4
Widowed	52	10.4
Total	502	100

It was revealed that the majority of the respondents were married (57.6%) followed by those who were single (22.7%). The number of those who were divorced stood at 9.4% while the widowed were 10.4%.

4.3.4. Respondents by number of years worked in a particular school

The number of years the respondents had spent in their current schools was also analyzed. An employees' work duration in an organization has a bearing on his or her perception of welfare services and facilities and understanding of one's job performance. Bearing this in mind, the researcher requested respondents to mention how long they had worked in their respective schools and the findings are presented in Table 4.5.

Table 4.5: Respondents by number of years worked at that school

	Frequency	%Frequency
Less than a year	73	14.5
1-2 years	60	12.0
3-4 years	119	23.7
5-6 years	84	16.7
More than 6 years	166	33.1
Total	**502**	**100**

The majority of the respondents (33.1%) had been in their current schools for more than six years, followed by 23.7% and 16.7 % who had been in their current schools for between 3-4 years and 5-6 years respectively. Twelve per cent (12%) of the respondents had been in their current schools for between one and two years, while only 14.5% had been there for less than a year. This implied that 85.5% of the respondents had been in their current schools for more than a year -- a period the researcher believes was long enough for the respondents to tell whether the various welfare constructs under study were being offered in the schools and how teachers were performing their duties.

4.3.5: Respondents by Teacher and SMC Member categories

The work status of the respondents was also ascertained and results indicated in table 4.6

Table 4.6: Respondents by Teacher and SMC Member categories

District	Frequency	%Frequency
Teacher	261	52.0
SMC Member	241	48.0
Total	502	100

Teacher respondents constituted 52 % while members of the school management committees were 48%. The findings revealed that both teachers and school management committee members were well represented in the study.

4.3.6: Analysis of Variance of Demographic Variables

Analysis of variance of Demographic variables -- gender, marital status, and work status -- was done with respect to housing, provision of meals, medical care, allowances, environment and performance in order to establish if there was any significant difference.

4.3.6.1: Analysis of Variance of Study Variables by Gender

Analysis of variance of study variables -- provision of housing, provision of meals, medical care, allowances, environment and performance -- with respect to gender was done in order to establish if there was any significant difference. The findings are presented in Table 4.7.

Table 4.7: Analysis of Variance of the study variables by gender

Dependent Variable	Factor Category	Mean	Std. Deviation	F Statistic	Sig.
Provision of Housing	Male	1.3	0.2	6.38	0.01
	Female	1.2	0.3		
	Total	1.3	0.2		
Provision of Meals	Male	1.8	0.2	0.22	0.64
	Female	1.8	0.2		
	Total	1.8	0.2		
Provision of Medical Care	Male	1.7	0.2	2.83	0.09
	Female	1.7	0.2		
	Total	1.7	0.2		
Provision of Allowances	Male	1.5	0.2	52.99	0.00
	Female	1.4	0.1		
	Total	1.5	0.2		
School Environment	Male	1.9	0.3	2.77	0.10
	Female	1.8	0.3		
	Total	1.9	0.3		
Teacher Performance	Male	2.0	0.4	20.21	0.00
	Female	2.2	0.4		
	Total	2.1	0.4		

Results in Table 4.7 show that provision of housing differed with respect to the gender of the teachers ($F = 6.38$, $P=.01$). The findings further revealed that the male teachers were more concerned about housing than their female counterparts. This may be explained by the fact that males are expected to provide housing for their families.

Regarding the provision of meals, the findings show that there was no significant difference between the teachers of the different gender ($F=0.22$, $P>0.05$). There was also no significant difference between the teachers of the different gender as regards provision of medical care ($F=2.83$, $P>0.05$).

Results in Table 4.7 also show that views on provision of allowances differed with respect to gender of the teachers (F=52.99, P<.01). The male teachers were more concerned with provision of allowances than their female counterparts. This may be due the fact that most males are expected to be responsible for the family's finances.

Findings in Table 4.7 reveal that respondents' views on the school environment did not significantly differ with respect to gender of the teachers (F=2.77, P>0.05). Regarding teachers' performance, there was a significant difference with respect to gender (F=20.21, P<.01). The female teachers ranked themselves as better performers than their male counterparts.

4.3.6.2: Analysis of Variance of Study Variables by Marital status

Analysis of variance of study variables -- provision of housing, provision of meals, medical care, allowances, environment and performance -- with respect to marital status was done in order to establish if there was any significant difference. The findings are presented in Table 4.8.

Table 4.8: Analysis of Variance of the study variables by Marital Status

Dependent Variable	Factor Category	Mean	Std. Deviation	F Statistic	Sig.
Provision of Housing	Married	1.25	0.24	1.50	0.21
	Single	1.24	0.27		
	Divorced	1.31	0.22		
	Widowed	1.30	0.27		
	Total	1.26	0.25		
Provision of Meals	Married	1.87	0.24	7.58	0.00
	Single	1.82	0.23		
	Divorced	1.73	0.15		
	Widowed	1.76	0.13		
	Total	1.83	0.23		
Provision of Medical Care	Married	1.71	0.23	6.26	0.00
	Single	1.66	0.21		
	Divorced	1.63	0.20		
	Widowed	1.58	0.19		
	Total	1.67	0.22		
Provision of Allowances	Married	1.48	0.16	5.52	0.00
	Single	1.46	0.14		
	Divorced	1.57	0.15		
	Widowed	1.49	0.16		
	Total	1.48	0.16		
School Environment	Married	1.85	0.33	3.57	0.01
	Single	1.80	0.30		
	Divorced	1.92	0.26		
	Widowed	1.96	0.34		
	Total	1.86	0.32		
Teacher Performance	Married	2.19	0.46	5.31	0.00
	Single	2.02	0.30		
	Divorced	2.07	0.33		
	Widowed	2.08	0.31		
	Total	2.13	0.41		

Results in Table 4.8 show that there was no significant difference in opinion of the respondents by marital status with respect to provision of housing to teachers (F=1.5. P>.05).

Regarding provision of meals, the findings show that there was a significant difference in opinion with respect to marital status ($F=7.58$, $P<.01$). The married teachers were more concerned with provision of meals, followed by the singles, the divorced and the widowed. This may be accounted for by the concern for the married to provide food to their families as compared to the single teachers who may easily cater for themselves.

Results in Table 4.8 show that opinions on provision of medical care differed significantly with respect to marital status ($F=6.26$, $P<.01$). The married teachers were more concerned with provision of medical care followed by singles, the divorced and the widowed. This may be due to the higher requirement for medical services by the married teachers who may be having more children and thus bigger families than their counterparts who are still single.

On the provision of allowances, opinions with respect to marital status differed significantly ($F=5.52$, $P<.01$). The divorced were more concerned with the provision of allowances followed by the widowed, the married and the singles respectively. This may be due inadequate financial support for the divorced and widowed teachers who have to cater for themselves single-handedly as compared to their married counterparts who may have financial support from their spouses. The single may have been less concerned with provision of allowances due to the fact that they may be having less financial pressure as a result of their being single.

Findings in Table 4.8 also reveal that opinions about school environment differed significantly with respect to marital status (F=3.57, P=.01). The widowed teachers were more concerned about the school environment, followed by the divorced, the married and single teachers. This may be explained by the fact that divorced and widowed employees are more attached to their teaching jobs as compared to the married who may be more attached to their spouse. The single teachers were less concerned about the work environment. This may be a result of their less commitment in social life as far marriage is concerned.

Opinions regarding teachers' performance also varied significantly with respect to marital status (F=5.31, P<.01). The married teachers were more concerned about teachers' performance probably because they were more settled in social life as compared to the single teachers who were least concerned with teachers' performance.

4.3.6.3: Analysis of Variance of Study Variables by Work Status

Analysis of variance of study variables -- provision of housing, provision of meals, medical care, allowances, environment and performance -- with respect to work status was done in order to establish if there was any significant difference. The findings are presented in table 4.9.

Table 4.9: Analysis of Variance of the Study variables by work status

Dependent Variable	Factor Category	Mean	Std. Deviation	F Statistic	Sig.
Provision of Housing	Teacher	1.24	0.21	4.25	0.04
	SMC Member	1.28	0.28		
	Total	1.26	0.25		
Provision of Meals	Teacher	1.81	0.23	7.29	0.01
	SMC Member	1.86	0.22		
	Total	1.83	0.23		
Provision of Medical Care	Teacher	1.73	0.23	35.64	0.00
	SMC Member	1.61	0.20		
	Total	1.67	0.22		
Provision of Allowances	Teacher	1.46	0.16	10.35	0.00
	SMC Member	1.51	0.15		
	Total	1.48	0.16		
School Environment	Teacher	1.80	0.30	20.76	0.00
	SMC Member	1.92	0.32		
	Total	1.86	0.32		
Teacher Performance	Teacher	2.04	0.47	26.39	0.00
	SMC Member	2.22	0.30		
	Total	2.13	0.41		

Analysis of variance of study variables -- provision of housing, provision of meals, medical care, allowances, environment and performance -- with respect to work status as indicated in Table 4.9 established that there were significant differences in opinions of the respondents.

In the light of provision of housing, opinions differed significantly with respect to teachers and school management committee (SMC) members with $F=4.25$ and $P<.05$. The SMC members were more concerned with provision of housing to teachers in public primary schools in Bugisu sub-region. This may have been influenced by the fact that they are the ones supposed to provide the houses as government representatives in the schools.

Regarding provision of meals to teachers at school, findings in Table 4.9 show that there was a significant difference in opinion among teachers and school management committee members ($F=7.29$, $P=0.01$). The school management committee members were more concerned with provision of meals to teachers probably because they are the ones supposed to provide these meals.

Table 4.9 also reveals a significant difference in opinion between the teachers and school management committee members with respect to provision of medical care to teachers in public primary schools in Bugisu sub-region ($F=35.64$, $P<0.01$). School management committee members were less concerned with teachers' medical care provision. This may be due to the fact that there are health centres in rural areas where teachers may get medical services. It may also have been due to the belief that grants to schools from the government may be used for medical first aid to teachers and this therefore was not directly affecting parents' financial obligations at school.

Regarding the provision of allowances to teachers, findings show that there was a significant difference in opinion between school management committee members and teachers ($F=10.35$, $P<0.01$). The school management committee members were more concerned with provision of allowances. This may due to the fact that if allowances were to be provided, then it is the parents that would bear the financial burden.

Findings in Table 4.9 show that the respondents differed significantly in their opinion as regards the school environment ($F=20.76$, $P<0.01$). School management committee members were more concerned with the school environment. This may be attributed to the

fact that much as the school environment affects teachers' performance, it directly affects pupils' performance some of whom may have been children of some school management members.

The last item in Table 4.9 was about teachers' performance in public primary schools in the Bugisu sub-region. The results show a significant difference in opinion among the teachers and school management committee members ($F=26.39$, $P<0.01$). School management committee members were more concerned about teachers' performance than the teachers themselves. This may be attributed to the fact that most of the pupils in these public primary schools may be their own children or those of their relatives.

4.3.7. Correlation Analysis

Correlation analysis was done to establish the relationship between welfare and teachers' performance in public primary schools in Bugisu sub-region. Pearson correlation was performed to establish the relationship between the study variables as specified in the objectives of the study. The Pearson coefficients were generated to measure the existence of a linear relationship, its strength and direction. The findings are presented in Table 4.10

Table 4.10. Correlation Analysis of Study Variables

Variables	**1**	**2**	**3**	**4**	**5**	**6**
Provision of Housing (1)	1					
Provision of Meals (2)	-.185**	1				
Provision of Medical Care (3)	-.101*	.266**	1			
Provision of Allowance (4)	.164**	.018	-.034	1		
School Environment (5)	.557**	-.033	-.072	.224**	1	
Teacher Performance (6)	**.122****	**.347****	**.093***	**.033**	**.258****	**1**

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

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

The results show that teachers' performance had a significant relationship with: Provision of housing ($r = 0.122$, $P<0.01$); Provision of Meals ($r = 0.347$, $P<0.01$); Provision of Medical Care ($r = 0.093$, $P<0.05$); School Environment ($r = 0.258$, $P<0.01$). This implies that the performance of the teachers is significantly associated with the provision of housing, meals, medical care and the environment of the school. On the other hand, the provision of allowance was not found to have a significant relationship with teacher performance ($r = 0.033$, $P>0.05$). However, whereas the association between provision of allowances and teachers' performance was not significant, it was positive. The welfare variables in this study -- housing, meals, medical care, allowances and school environment

-- therefore had a linear relationship with teachers' performance in public primary schools in Bugisu sub-region.

4.4. Scale Type Questionnaire

In this section, descriptive and inferential statistics in the form of percentages, means and standard deviation are presented to illustrate the feedback from respondents on the status of teachers' housing, provision of meals at school, provision of medical care, provision of allowances, work environment and teachers' performance in public primary schools in Bugisu sub-region.

The feedback from the respondents were measured on five-point Likert scale, with measurement value 1= Strongly disagree, 2=Disagree, 3= Undecided (uncertain with the case described), 4=Agree and 5= Strongly agree.

To make easy interpretation, ranges of values were re-assigned to each scale in a legend:

Values	Level of agreement	Interpretation
4.01 - 5.00	Strongly Agree	Very satisfactory
3.01 - 4.00	Agree	Satisfactory
2.01 - 3.00	Disagree	Fairly satisfactory
1.01 - 2.00	Strongly Disagree	Not satisfactory

Standard deviation had a cutoff point of 1; if below, it implies no much variation in the responses, and if above 1 it means much variation.

To analyze the collected data in line with the objectives of the study, statistical procedures were carried out using SPSS version 20.0 software.

4.4.1. Status of teachers' housing in Bugisu sub-region

It is universally believed that housing is the second most important human need after food and it is more than shelter. It may provide investment opportunities, offer shelter and improve on an employee's social and cultural status. It is a symbol of achievement and social acceptance and it controls, in some way, how the employee is perceived by family and others in the community (Akinmoladun & Oluwoye, 2007).

In many districts in Uganda, many teachers live in squatter settlements or slums. Housing is still beyond the reach of most members of the teaching profession (Akinmoladun & Oluwoye, 2007).

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/travel a long distance to school and this may minimize absenteeism, late coming and it also enhances a teachers' status. It was upon this background that the researcher got interested in establishing the effect of housing on the performance of teachers in public primary schools in Bugisu sub-region. In order to do this, a questionnaire with twelve sub-constructs was designed and administered and the findings are presented in Table 4.11

Table 4.11: Teachers' housing in Bugisu sub-region

Code	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	Std.dv
B1	My school has enough teachers' houses							43	8.6	459	91	1.09	0.28
B2	All teachers' houses are within the school compound							40	8	462	92	1.08	0.271
B3	This school has teachers' houses outside the school compound							50	10	452	90	1.1	0.3
B4	This school always rents houses for teachers							59	12	443	88	1.12	0.322
B5	Non accommodated teachers are regularly paid housing allowances	1	0					46	9.2	455	91	1.1	0.337
B6	All teachers are always housed by the school							31	6.2	471	94	1.06	0.241
B7	The head teacher is housed by the school	13	3	9	2			40	8	440	88	1.24	0.775
B8	Some teachers are housed by the school	25	5	1	0			154	31	322	64	1.51	0.928
B9	Teachers stay near the school	6	1	5	1	2	0	220	44	269	54	1.52	0.679
B10	The school management is concerned with teachers' housing needs.	16	3	45	9	27	5	105	21	309	62	1.71	1.111
B11	Teachers' houses are in good condition.			4	1			124	25	374	75	1.27	0.496
B12	School management maintains teachers' houses.	8	2	34	7			24	4.8	436	87	1.31	0.903
	Average Mean											**1.26**	**0.554**

Source: Primary data

Table 4.11 above reveals that as regards the first sub-construct, i.e. my school has enough teachers' houses, 8.6 % of the respondents disagreed while 91.4% strongly disagreed. This implied that all the respondents indicated that schools in Bugisu sub-region did not have enough teachers' houses. The scored mean value of schools having enough houses as indicated in Table 4.11 was 1.09 and standard deviation was .280. This indicates that the status of teachers' housing in Bugisu sub-region was not satisfactory and there was no much variation in the responses.

As regards all teachers' houses being in the school compound, Table 4.8 reveals that 8.0 % of the respondents disagreed, while 92% strongly disagreed; implying that all the

respondents disagreed and the respondents scored mean value was 1.08, while the standard deviation was .271. This implies that as regards all teachers' houses being in the school compound, the status was not satisfactory and there was no much variation in the responses.

On the question of teachers' houses being outside the school compound, 10% of the respondents disagreed and 90% strongly disagreed implying that all the respondents disagreed with this sub-construct. The scored mean value was 1.10 while the standard deviation was .300, meaning that the status was still not satisfactory; there was no much variation in the responses.

As is also evidenced in Table 4.11, 11.8% of the respondents disagreed about schools renting houses for teachers, while 88.2% strongly disagreed, implying that all the respondents disagreed. The scored mean value for this sub-construct was 1.12 and standard deviation was .322. This implies that the status of renting houses for teachers was not satisfactory and there was no much variation in the way participants responded on this item. From this, it is possible to deduce that schools in Bugisu sub-region do not rent houses for the teachers.

Table 4.11 displays the responses for the fifth sub-construct, i.e. establishing if non-accommodated teachers' are regularly paid housing allowances. Those who strongly agreed were 0.2%, 9.2% disagreed and 90.6% strongly disagreed. The scored mean value for this sub-construct was 1.10, while the standard deviation was .337. This indicates that regular payment for teachers' housing was not satisfactory.

It is also revealed in Table 4.11 on the sixth sub-construct that 6.2% of the respondents disagreed on the question of all teachers being housed by the school, while 93.8% strongly disagreed, implying that all respondents disagreed. The scored mean values for this sub-construct was 1.06 and the standard deviation was .241. This implies that not all teachers were housed by their schools in Bugisu sub-region. The standard deviation reveals that there was no much variation in the way participants responded on this sub-construct.

On the seventh sub-construct, i.e. the head teacher is housed by the school, the findings in Table 4.11 revealed that only 2.6% strongly agreed and 1.8% agreed. This implies that 4.4% of the head teachers were housed by their respective schools. Eight per cent (8%) of the respondents disagreed with this statement, 87.6% strongly disagreed and mean score value for this item was 1.06 while the standard deviation was .775. This implies that there was limited variation in the way participants responded and the majority of the respondents disagreed with the view that schools in Bugisu sub-region housed their head teachers. This mean value implies that the status of housing head teachers in Bugisu sub-region is not satisfactory.

Asked whether some teachers were housed by their respective schools, Table 4.11 displays that 5.0% strongly agreed, 0.2% agreed, 30.7% disagreed, 64.1% strongly disagreed and the mean score value for this item was 1.51 while its standard deviation was .928. The implication is that only 5.2% of the total respondents agreed that some teachers are housed by their respective schools and the low mean value (1.51) indicates that the status on this item was not satisfactory and there was low variation.

The ninth item in this section of the question stated: ‘‘Teachers stay near the school’’ and the findings revealed that only 1.2% strongly agreed, 1.0% agreed, 0.4% were undecided, 43.8% disagreed and 53.6% strongly disagreed. The score mean value for this item was 1.52 and the standard deviation was .679. This was an indication that the majority (97.4%) of the respondents believed that teachers do not stay near the schools in which they work and there was low variation among the respondents.

Table 4.11 also reveals that 3.2% of the respondents indicated that school management was concerned with teachers' housing needs. While 9.0% agreed, 5.4 were undecided, 20.9% disagreed, 61.6% strongly disagreed, the scored mean value for this sub construct was 1.71 and the standard deviation was 1.111. This implies that the majority of the respondents believed that school management was not concerned with teachers' housing needs in Bugisu sub-region. However, there was much variation in the way participants responded on this item.

In the same Table 4.11, only 0.8% of the respondents agreed on the eleventh item in the questionnaire, i.e. teachers' houses are in good condition. Over twenty-four per cent (24.7%) disagreed, 74.5% strongly disagreed and the scored mean value was 1.27 while the standard deviation was .496. This is indicative of the fact that majority (99.2%) of the respondents were aware that the few available teachers' houses were not in good condition. The scored value of 1.27 implies that the few teachers' houses that were available were not in satisfactory condition, while the standard deviation of .496 implies that there was no much variation in the way participants responded to this item.

The last sub-construct on the first objective concerned school managements' maintenance of teachers' houses. The findings in Table 4.11 revealed that 1.6% of the respondents strongly agreed, 6.8% agreed, 4.8% disagreed, 86.9 strongly disagreed that school managements maintain teachers' houses in Bugisu sub-region and the scored mean value for this sub construct was 1.31 while the standard deviation was .903. This is an indication that the majority of the respondents (91.7%) were of the view that school managements do not maintain teachers houses and the scored mean value of 1.31 implies that the status of school managements' maintenance of teachers houses was not satisfactory and the standard deviation of .903 means that there was little variation in the respondents' views on this particular item.

As is also evidenced in the Table 4.11, the average mean for the first dimension of teachers' welfare, i.e. status of teachers' housing was 1.26 and standard deviation was .554. This implies that the situation of teachers' housing in Bugisu sub-region was not satisfactory. It also implies that participants did not have much variation in their views on almost all the items on the status of teachers' housing in Bugisu sub-region. They only varied on one item, meaning that their responses may be relied upon. This housing status definitely affects teachers' performance in public primary schools in Bugisu sub-region.

4.4.1.1. Factor Analysis

In order to determine the pattern of interrelations, structure and robustness among the constructs of housing as a welfare variable in this study, principal component analysis was

carried out as the confirmatory measure of the constructs of housing (Field, 2009, Hair et al, 2006) as one of the independent variables of the study. Field (2009) opines that this technique reduces data to a smaller and more manageable size while retaining as much of the original information as possible and leads to parsimony.

Varimax factor rotation with Kaiser Normalization was employed to reduce dimension and covariance matrix structure and improve score interpretation (Hair et al, 2006). The results of the factor analysis are reported Table 4.12

Table 4.12: ***Rotated Component Matrix (Housing)***

	Availability of Teachers Houses	SMC Concern on Teachers Housing	Housing Condition	Housing Distance
All teachers are always housed by the school	0.832			
This school has teachers' houses outside the school compound	0.827			
This school always rents houses for teachers	0.820			
All Teachers' Houses Are Within the School Compound	0.779			
My School Has Enough Teachers' Houses	0.755			
Non-accommodated teachers are regularly paid housing allowances	0.753			
Some teachers are housed by the school		0.786		
The school management is concerned with teachers' housing needs		0.695		
School management maintains teachers' houses			0.873	
Teachers' houses are in good condition			0.532	
The head teacher is housed by the school				0.714
Teachers stay near the school				0.617
Eigen Value	*3.91*	*1.676*	*1.402*	*1.132*
Variance (%)	*32.584*	*13.963*	*11.682*	*9.436*
Cummulative Variance (%)	*32.584*	*46.547*	*58.229*	*67.665*

Note: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization, a. Rotation converged in 6 iterations.

The items under each factor with factor loadings below 0.50 were not retained. Only those factors with an Eigen value of greater than one unit were retained according Guttman-Kaiser rule.

Results in Table 4.12 indicate that of the four factors that were extracted; availability of teachers' housing was the most significant with Eigen Value of 3.91, contributing 32.584%, followed by SMC concern for teachers' housing with Eigen Value of 1.676, accounting for 13.963%. This was followed by housing condition with Eigen value of

1.402, contributing 11.682%. Housing distance trailed with Eigen value of 1.132 and its contribution was 9.436%.

The availability of teachers' housing was underscored by: (i) All teachers are always housed by the school; (ii) The school has teachers' houses outside the school compound; (iii) This school always rents houses for teachers; (iv) All Teachers Houses Are Within the School Compound; (v) My School Has Enough Teachers' Houses; and (vi)Non-accommodated teachers are regularly paid housing allowances

SMC concern for teachers' housing was majorly perceived in terms of: Some teachers are housed by the school; The school management is concerned with teachers' housing needs. The salient items under housing condition were: School management maintains teachers' houses; and Teachers' houses are in good condition. The last factor was housing distance perceived in terms of: The head teacher is housed by the school; and Teachers stay near the school.

To triangulate these quantitative data from the questionnaires that were administered to teachers and school management committee members, structured interviews were conducted with the DEOs, district inspectors of schools, staff of directorate of education standards and head teachers.

The finding from the interviews with the DEOs of districts W, X and Z and the respective inspectors of schools are in support of the quantitative data in Table 4.11. The DEOs and inspectors of schools indicated that there were a few houses, and some teachers were

interested in their work and that was one of the reasons most of them resisted transfers to schools which were far away from their home villages. Teachers preferred to work near their home villages so that they stay in their own houses and attend to their gardens and cows from which they earned extra income. When asked whether housing teachers had any effect on teachers' work in terms of preparation of schemes of work, lesson plans, co-curricular activities, actual teaching, absenteeism and assessment of pupils, the responses of the DEOs of district W, and X were:

DEO of district W; ***''Sincerely speaking, this district is constrained with teachers' housing. There are hardly any school staff houses to speak of. Teachers have to find their own accommodation. We are a rural district that is also poor and only depend on funds from the government; parents cannot afford to rent houses for teachers who come from far. The schools are also located in hard-to-reach areas especially in the upper part of the district. Therefore, housing teachers has an effect on the performance of their duties. Teachers who travel long distances every day most times will be thinking on how to get to school and back home instead of scheming and lesson preparations and this is worsened by the late release of funds from the central government from which scholastic material are bought to make schemes of work. Without housing teachers, it becomes difficult to handle the issue of absenteeism and late coming. It has given chance to teachers to leave early''.***

DEO of district X; ***''Housing is a serious motivator when it comes to teachers' performance. It makes the teachers respected by the community and it also gives the teachers some comfort in their work. It minimizes absenteeism in all its forms and it***

makes the head teachers' administration easy as he or she can easily call on a teacher for any official duty at any time. It also saves the time and money for rent and the teacher will feel valued. However, this district does not have enough teachers' houses and most teachers have to find their own accommodation. Some travel long distances to the schools where they teach leading to late coming. But we have to recognize that not all teachers would like to stay at school. Most married female teachers prefer to come from their homes even when they could rent near the schools where they are working.

The school inspector of district Z said, ''***We do not have enough teachers' houses in our district and our public primary schools do not rent houses for teachers because of lack of adequate finances. Some private schools rent some houses for their teachers. This has contributed to poor teacher performance of their duties of making schemes of work, lesson preparations and seriously accounts for the issue of absenteeism''.***

Inspector of district W ***''Lack of teachers' houses is one of the biggest causes of teachers' late-coming and absenteeism in this district and it is quite challenging to act on such teachers who come from very far.''***

Inspector of district X; ***''Lack of teachers' houses at school in my area has greatly contributed to absenteeism, late-coming and poor syllabus coverage by most teachers. It is one of the causes of poor results in national examinations in this district.''***

One member of DES observed: ***''You cannot expect a teacher who has been walking a very long distance to be very effective in his or her work. Definitely lack of enough teachers' houses in this region has contributed to poor teacher performance in terms of***

late-coming, absenteeism, discipline management and ultimately poor results at national level.''

These interview responses imply that all DEOs and the district inspectors of school were in support of the findings in Table 4.11 which indicate that the status of teachers' housing was not satisfactory and housing had a positive significant effect on teachers' performance in public primary schools in Bugisu sub-region.

Interviews with head teachers were supportive of these findings. When asked whether schools had teachers' houses, some of their responses were:

Head Teacher BH1: ***''My friend, do you see any houses around here? All we have are classes. Teachers in this school have to provide for their own accommodation.''***

Head Teacher BH4 also agreed as follows: ***''Schools in this district rarely provide staff houses because the houses are not available."*** Asked for how long this head teacher had served in that position and in how many schools, he said: ***'I have served as a head teacher for the last twelve years and in four different schools but all of them have no teachers' accommodation. Teachers have to find their own accommodation but teachers in most schools come from their homes even when they are quite far and this has led to late-coming, early departure and sometimes absenteeism. For example today, I only have 6 present out of the 12 teachers supposed to be here and as a head teacher you are expected to understand and handle the situation.''***

Head Teacher BH7 said: ***''I have been a headmaster for the last 12 years and I have so far served in 3 schools and all of them do not have teachers' houses. Most teachers walk***

long distances from their homes to come to school and this has led to absenteeism and poor performance. They arrive at school at around 8:00am but they have to leave by 3:00pm. It is worse during the rainy season. Most teachers who come from far do not report to school, they call to inform you that they cannot come because it is raining. I have to request the teachers who stay near to handle their classes. You find one teacher attending to two classes at the same time and these (sic) ***compromises their performance.''***

Head Teacher MH12 was supportive of the views of other head teachers but with reservations. His response was: *''**It is true schools don't have staff houses but most teachers would prefer to stay in their villages where they are born. Otherwise why don't they rent near the school? You can see rental houses are just over there across the road but teachers prefer to walk very long distances to work in this school. Five out of the 8 teachers in this school stay about seven miles away from school. There must be a problem with their attitude. They think that being near home is when they will grow their crops for extra income to supplement on the little salary from government. You therefore don't expect teachers to perform their duties well.''***

Head Teacher SH17 said: ***''Housing has a bearing on teachers' performance. When teachers stay in school or near the school, they will come early, leave late, and will be available to guide and counsel the pupils on discipline and academic work. The time they spend walking would be saved to make their lesson plans and do the scheming, mark pupils' exercise books or even rest or be involved in co-curricular activities. It is a pity that this does not happen and the district bosses don't seem to be concerned.''***

For Head Teacher MH16, the response was: ***''It is not possible to expect teachers to perform very well when they stay very far. They will not be present all the time they are expected to be at school. They will come late and leave early and on some days be absent from duty and inform you that they are not feeling well and cannot walk the long distance. And since it is far, as a head teacher, you cannot also easily go there to find out if that teacher is sick. Lack of staff houses seriously affects teachers' performance in this school.''***

4.4.2 Provision of meals to teachers at school in Bugisu sub- region

It is an undeniable fact that food is universally accepted as the most important human need and it determines the motivational level and effectiveness of an organization's work force (Akinmoladun and Oluwoye, 2007). As noted earlier, provision of meals such as break tea, lunch and evening tea does not only address the teachers' physical health but also helps them have more time to attend to the learners and lesson preparation (Musaazi, 1982).

With regard to respondents' reaction to the status of provision of meals to teachers in Bugisu sub-region, statements were given to indicate their degree of agreement and the results are summarized in Table 4.13.

Table 4.13: Provision of meals to teachers in Bugisu sub-region

	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	St.dv
C1	This school always provides teachers with break tea.	8	1.6	16	3	3	1	23	4.6	452	90	1.22	0.75
C2	This school regularly provides food to teachers at lunch time.	1	0.2	21	4			53	11	427	85	1.24	0.68
C3	This school regularly provides evening tea to teachers.	1	0.2			1	0	20	4	480	96	1.05	0.28
C4	School management budgets for teachers' meals at school.	4	0.8	4	1			2	0.4	492	98	1.06	0.45
C5	Parents provide foodstuffs to this school.							74	15	428	85	1.15	0.36
C6	This school has a menu for teachers' meals while at school.	6	1.2	2	0			158	32	336	67	1.37	0.63
C7	This school has a school garden where teachers' foods are grown.			26	5			91	18	385	77	1.34	0.73
C8	This school has a food store.	2	0.4	2	0			108	22	390	78	1.24	0.51
C9	This school has a school kitchen where teachers' meals are prepared.	6	1.2	21	4			339	68	136	27	1.85	0.72
C10	Drinking water is provided to teachers in this school.	3	0.6	7	1			199	40	293	58	1.46	0.64
C11	School management has hired a cook to prepare staff meals at school.	1	0.2	2	0			135	27	364	73	1.29	0.50
C12	Teachers provide their own meals while at school.	195	39	281	56	7	1	11	2.2	8	1.6	4.28	0.75
C13	School management is concerned with teachers' meals while at school.	1	0.2	9	2	33	7	163	33	296	59	1.52	0.72
C14	Staff meals are served on time at school.	46	9.2	6	1			150	30	300	60	1.7	1.18
C15	This school provides monthly food rations to teachers.	1	0.2	2	0			141	28	358	71	1.3	0.51
	Average Mean											**1.54**	**0.63**

Source: Primary data

As it can be seen from Table 4.13 above, the respondents' reactions to the first sub-construct, i.e. 'this school always provides teachers with break tea' reveal that 1.6% strongly agreed, 3.2 % agreed, 0.6% were undecided, 4.6% disagreed and 90.0% strongly disagreed, indicating that the majority (94.6%) of the respondents felt that schools do not always provide teachers with break tea. The scored mean value for this sub-construct was

1.22 and standard deviation was .752; signifying that provision of break tea to teachers in Bugisu sub-region was not satisfactory. The standard deviation of .752 indicates that the participants in the current research had little variation in the way they responded to this item.

Table 4.13 also reveals that respondents' views on the second item, i.e. 'this school regularly provides food to teachers at lunch time', the findings revealed that 0.2% strongly agreed, 4.2% agreed, 10.6% disagreed and 85.1% strongly disagreed with the statement that schools in Bugisu sub-region provided meals to teachers at lunch time. This indicates that the majority of the schools in the sub-region do not provide meals to their teachers at lunch time. The scored mean value for this item was 1.24, while the standard deviation was .677. This implied that the status of schools regularly providing food to teachers at lunch time is not satisfactory and the standard deviation of .677 meant that the views of the respondents on this item had little variation.

When we come to the third sub-construct, i.e. 'schools regularly provide evening tea to teachers', the findings reveal that 0.2% strongly agreed, 0.2% agreed, 4.0 disagreed, 95.6% strongly disagreed. The majority of the respondents (99. 6%) felt that schools in Bugisu sub-region do not provide evening tea to their teachers. The scored mean value for this item was 1.05 which shows that the status of schools providing evening tea to their teachers is not satisfactory. The standard deviation was .278, implying that there was little variation in the views of respondents on this item.

In Table 4.13 above, the fourth sub-construct, i.e. ‘‘school management budgets for teachers’ meal at school’’ most of the respondents (98.4%) disagreed with this statement and only 0.6% agreed. The scored mean value for this sub-construct was 1.06, implying that schools managements’ planning for teachers’ meals at school was not satisfactory. The standard deviation of .447 implies that there was no much variation in the respondents’ views on this sub-construct.

As it is can be shown from Table 4.13 considering parents providing foodstuffs to the schools, the findings revealed that 14.7% disagreed and 85.3% strongly disagreed, implying that in the sampled school in this study, parents did not provide foodstuffs. The scored mean value for this item was 1.15, still indicating a non-satisfactory status. The standard deviation of .355 again shows that there was no much variation in the respondents’ views on this item.

As regards schools having a menu for teachers’ meals while at school, 1.2% strongly agreed, 0.4% agreed, 31.5% disagreed, 66.9% strongly disagreed and the respondents scored mean value for this item was 1.37. This implies that the majority of the respondents believed that schools did not have a menu for teachers’ meals while at school. The standard deviation of .634 means that there was no much variation in the way participants answered this item.

Since the schools that participated in the study are found in rural areas, the research was interested in establishing if these schools had gardens where teachers’ food was being grown. The findings in Table 4.13 revealed that only 5.2% agreed, 18.1% disagreed and

76.7% strongly disagreed, while the scored mean value for this item was 1.34. This signified that most schools in the region did not grow food for their teachers even when such schools were found in rural areas. The standard deviation of .732 means that there was no much variation in the responses.

When we come to the eighth item i.e. the statement that school had food stores, 0.4% strongly agreed, 0.4% agreed, 21.5% disagreed, 77.7% strongly disagreed and the respondent scored mean value for this item was 1.24, implying that performance on this item was not satisfactory. The standard deviation of .506 means that the respondents had similar views on this item. This is in line with the sub-constructs presented above as schools could not have had stores to keep non-existent foodstuffs.

Furthermore, Table 4.13 reveals that most respondents (94.6%) disagreed with the statement those schools had a kitchen where teachers' meals were prepared. This revelation is consistent with findings from the other sub-constructs in the same table which have revealed that the status of teachers' feeding is not satisfactory. The respondents' scored mean value for this sub-construct was 1.85, implying that the status was not satisfactory as far as schools having kitchens where teachers' meals where prepared. The standard deviation of .724 implies that there was little variation among respondents on this item.

As regards the tenth construct, i.e. ''Drinking water is provided to teachers in this school'', the findings in Table 4.13 revealed that 0.6% strongly agreed, 1.4% agreed, 39.6% disagreed, 58.4% strongly disagreed and the scored mean value for this construct

was 1.46. This signifies the fact that provision of drinking water to teachers while at school in Bugisu sub-region is not satisfactory. The standard deviation for this item was .636, implying that there was still little variation among respondents as regards their responses on this item.

When it came to the question of school management hiring a cook to prepare teachers' meals at school, 0.2% strongly agreed, 0.4% agreed, 26.9% disagreed,72.5% strongly disagreed, respondents' scored mean value was 1.29 and the standard deviation was .504. This implies that schools management performance in hiring cooks to prepare food for teachers in Bugisu sub-region was not satisfactory. There was no much variation in the responses.

The findings in Table 4.13 above on the twelfth item on the statement that teachers provide their own meals while at school also revealed that 38.8% of the respondents strongly agreed, 56.0% agreed .4% were undecided, 2.2% disagreed, 1.6% strongly disagreed and the scored mean value for this item was 4.28. This implies that most teachers (94.8%) in public primary school in Bugisu sub-region provided their own meals while at school. While the mean value for this item was 4.28, signifying a very satisfactory status, it was teachers themselves providing meals and not school management. This means that teachers who could not afford to provide the food themselves did their work without meals for the time they were at school. There was little variation in the responses as the standard deviation was .745.

As can be seen from Table 4.13 above concerning school management being concerned with teachers' meals at school, 0.2% of the respondents strongly agreed, 1.8% agreed, 6.6% were undecided, 32.5% disagreed, 59.0% strongly disagreed and the scored mean value for this item was 1.52 while its standard deviation was .717. This implies that the majority (91.5%) of the respondents disagreed with the view that school managements in Bugisu sub-region were concerned with teachers' meals at school. It also means that school managements' concern for teachers' meals while at school was not satisfactory.

When it came to the item concerning staff meals being served on time at school, 9.2% of the respondents strongly agreed, 1.2% agreed, 29.9% disagreed, 59.8% strongly disagreed and scored mean value was 1.70 while the standard deviation was 1.176. This indicates that 10.4% agreed while the majority (89.7%) disagreed with the statement. There was some variation in the respondents' views on this item. This may have been due the fact that most food served at school was provided by the teachers themselves. This also points to the fact that serving of teachers meals on time, whether provided by management or by the teachers themselves was still not satisfactory.

As regards schools providing monthly food rations to teachers, the findings in Table 4.13 revealed that 0.2% strongly agreed, 0.4% agreed, 28.1% agreed, 71.3% strongly disagreed, and the respondents scored mean value for this sub-construct was 1.30 while its standard deviation was .509. From the findings, one can infer that the majority of the public primary schools in Bugisu sub-region did not provide monthly food rations to their teachers and the scored mean value implies that as far as monthly food rations to teachers

were concerned, the status was not satisfactory. There was not much variation among the responses on this item.

Overall, the respondents' scored average mean for items concerning provision of meals to teachers was 1.54 and the standard deviation was .626. It can be concluded that the status of providing teachers with meals while at school in Bugisu sub-region was not satisfactory. The status affects the performance of teachers in public primary schools in Bugisu sub-region. There was not much variation in the responses, implying that the responses may be reliable.

4.4.2.1. Factor Analysis

As noted earlier, in order to also determine the pattern of interrelations and robustness among the constructs of teachers' meals as a welfare variable in this study, principal component analysis was carried out as the confirmatory measure of the constructs of teachers' meals (Field, 2009; Hair et al, 2006) as one of the independent variables of the study. Varimax factor rotation with Kaiser Normalization was employed to reduce dimension and covariance matrix structure and improve score interpretation (Hair et al, 2006). The results of the factor analysis are reported in Table 4.14

Table 4.14: *Rotated Component Matrix (Meals).*

	Availability of meals	Quality of the meals	Food Supportive systems	Management of the Food scheme
This school always provides teachers with break tea.	0.799			
This school regularly provides food to teachers at lunch time	0.749			
This school regularly provides evening tea to teachers.	0.631			
Staff meals are served on time at school		0.846		
This school has a menu for teachers meals while at school.		0.697		
This school has a school garden where teachers' food is grown				
This school provides monthly food rations to teachers			0.735	
This school has a school kitchen where teacher's meals are prepared.			0.545	
Drinking water is provided to teachers in this school				
School management has hired a cook to prepare staff meals at school				0.813
Parents provide foodstuffs to this school				0.724
School management is concerned with teachers' meals while at school				
Eigen Value	*1.971*	*1.931*	*1,845*	*1.718*
Variance (%)	*13.143*	*12.876*	*12.301*	*11.452*
Cummulative Variance (%)	*13.143*	*26.019*	*38.32*	*49.772*

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization, a. Rotation converged in 7 iterations.

The items under each factor with factor loadings above 0.50 were retained. Only those factors with an Eigen value of greater than one unit were retained according Guttman-Kaiser rule.

Results in Table 4.14 indicate that of the four factors that were extracted, availability of teachers' meals was the most significant with Eigen Value of 1.971, contributing 13.143%; followed by quality of meals with Eigen Value of 1.931, accounting for 12.876%. This was followed by food supportive systems condition with Eigen value of

1.845, contributing 12.301%. Management of the food came last with Eigen value of 1.718 and its contribution was 11.452%.

The salient items under availability of meals included; (i) This school always provides teachers with break tea. (ii) This school regularly provides food to teachers at lunch time (iii) This school regularly provides evening tea to teachers.

Quality of meals was perceived in terms of staff meals being served on time at school and schools having a menu for teachers meals while at school. Food-supportive systems and management of the food were underscored by: (i) This school has a school garden where teachers' food is grown; (ii) This school provides monthly food rations to teachers; and (i) School management has hired a cook to prepare staff meals at school; (ii) Parents provide foodstuffs to this school respectively.

To triangulate these quantitative data from the questionnaires that were administered to teachers and school management committee members, structured interviews were conducted with the DEOs, district inspectors of schools, staff of directorate of education standards and head teachers.

Interviews with head teachers were supportive of these findings. When asked whether schools always provided teachers with break tea, some of their responses were:

Head Teacher BH1 said: ‘‘***As a school, we do not provide break tea to our staff. However, our teachers normally contribute money from their own sources to buy food and sugar for both lunch and break tea. But we do not cater for evening tea.’’***

Asked what happens to teachers who do not contribute, the head teacher said:

''I have not had any teacher who has failed to contribute. All my teachers are very co-operative. Teachers cannot only fail to contribute because they earn salary at the end of every month, they may only refuse to pay if there is poor management of their funds. Ours is democratic, teachers themselves elect one colleague who handles our meals and makes accountability at the end of every term. If one does not have money at the time, we allow that teacher to have meals until salary is paid and then he or she pays up.''

Asked if this had any effect on teachers' work at school, this same head teacher said: ''***This affects teachers negatively and it is the reason we contribute to our meals at school in order to save on time and keep teachers in school.''***

On the same question concerning teachers' contribution for meals at school, head teacher BH7 revealed: ***''My teachers get break tea and lunch but from personal contributions. They pull resources and plan for their own meals at school. They have appointed one of themselves to be in charge of their money for their meals and as administration, I do not interfere with their plans. I also contribute and this system is working very well. It has helped in keeping my teachers in school up to 5:00pm because before we started it, they would leave by 3:00pm.''***

Head teacher MH23: ''***We do not provide break tea and lunch to teachers. They cater for their own meals. We are near the trading centre and so teachers buy their own breakfast and lunch. This has made time management quite difficult as most of them delay to come back after lunch. If one does not have money on a particular day like it is on most***

occasions, then it means that no breakfast and lunch. Some teachers pay to food sellers in those lockups in advance when they receive their salary while others eat on credit and pay when they get their salary at the end of the month.''

Another head teacher was supportive of the above when he reported: ''***We do have meals but out of self contributions by the teachers themselves.''*** When asked about the management of the meals, the head teacher said, ''***Out of the twelve teachers in this school, two are female and one was chosen to be in charge of our welfare. It is this welfare mistress who handles teachers' contributions for their meals and makes accountability every end of month because the contributions are made on monthly basis.''***

Head teacher SH14's views were quite different from the above two head teachers. He had this to say: "***This school is unique from other schools in the district. This school is both day and boarding. It is also one of the oldest schools not only in the district but also in the country. Therefore teachers in this school receive both break tea and lunch. They get lunch at the same time with the pupils in the boarding section of the school. Teachers in this school are happy with this arrangement. Most teachers in the district would like to be transferred here because of good welfare for staff. You can see them in the staff room doing their work. They arrive here early and leave late because all is well including my management. Their only problem is the low salary by the government.''***

All the district education officers and district inspectors of schools that participated in the present research reported that provision of meals in public primary schools was not official. Teachers cater for their own meals at school through their personal contributions. One DIS of district W said: ‘‘***As a district, we encourage teachers to plan and contribute money to have lunch at school as a way of having them in school up to right time for them to go back home in the evening. Most schools are having this arrangement and it is working well. We hope it will help to minimize absenteeism in our schools and the pupils will benefit.’’***

Asked if schools in the district had food supportive systems like school gardens where teachers’ food was grown and food rations for teachers, the DEO of district W remarked: “***There is no official policy in the district in regard to food support systems but this is something we may think about in the future. Some of our schools have some land on which teachers’ food may be grown. Currently, some of this land is used by teachers to grow their crops for their families and not to be consumed at school. Some head teachers even hire it out to locals while others have given it to school management committee members who use it for their private gain. For our biggest and oldest school in the district which is also partly boarding, the story is different. The land in that school is used to grow food for the children and the teachers even when the teachers have been given some portions to grow their own private crops. As regards food rations, our teachers do not receive any food rations. School budgets do not cater for this type of arrangement.”***

Asked about school management concern about staff meals, the DEO of district X said: ‘‘***Most members of SMC are concerned about their teachers but they also believe that the parents are poor to pay for teachers' meals and give the UPE policy of no extra charges on the parent for schools under universal primary education, it is very difficult to ask parents to contribute.''***

4.4.3. Teachers' medical care in Bugisu sub-region

As earlier noted, 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 and comprehensive school medical care programmes are now a concern of education stakeholders all over the world (Konu and Rimpela, 2002). It was upon this background that the researcher was interested in establishing the effect of provision of medical care on the performance of public primary school teachers in Bugisu sub-region. Table 4.15 presents the percentages and mean scores of respondents' views on items set on the status of medical care provision in public primary schools in Bugisu sub-region.

Table 4.15: Teachers' medical care in Bugisu sub region

Code	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	St.dv
D1	This school always provides first aid to teachers	1	0.2	10	2	1	0	19	3.8	471	94	1.11	0.5
D2	This school has a school sick bay for all teachers.					1	0	26	5.2	475	95	1.06	0.24
D3	This school always collaborates with the nearest dispensary in providing medical care to teachers.	12	2.4	20	4	5	1	76	15	389	78	1.39	0.89
D4	This school has a budget for teachers' medical care.	21	4.2	10	2	13	3	131	26	327	65	1.54	0.96
D5	This school has a first aid box	18	3.6	13	3	10	2	167	33	294	59	1.59	0.93
D6	The school first aid box is well stocked.					2	0	155	31	345	69	1.32	0.47
D7	The school first aid box is accessible whenever need arises.	10	2	30	6	12	2	283	56	167	33	1.87	0.87
D8	Teachers medical care budget is known by all staff.							67	13	435	87	1.13	0.34
D9	School management is concerned with teachers' medical care.					36	7	108	22	358	71	1.36	0.61
D10	This school has employed a qualified school nurse.							9	1.8	493	98	1.02	0.13
D11	This school pays some medical bills for teachers when funds are available.					3	1	136	27	363	72	1.28	0.46
Code	The government healthy centre is near the school.	31	6.2	28	6			290	58	153	31	1.99	1.04
	Average Mean											**1.39**	**0.62**

Source: Primary data

Table 4.15 reveals that on the first sub-construct, i.e. 'schools always provide first aid to teachers', 0.2% strongly agreed, 2.0% agreed, 0.2% were undecided, 3.8% disagreed, 93.8% strongly disagreed and the respondent scored mean value was 1.11. The implication is that the majority of the respondents (97.6%) disagreed with the view that schools always provided first aid to teachers and only 2.2% were in agreement. The respondents scored mean value of 1.11. which implies that the status of schools providing first aid to

their teachers in Bugisu sub-region was not satisfactory while the standard deviation of .495 implies no much variation in the responses.

In the same Table 4.15, the issue of schools having a school sick bay was presented to the respondents. Only 0.2% of the respondents were undecided on this item, 5.2% disagreed, and 94.6 strongly disagreed. The scored mean value was found to be 1.06 and the standard deviation was .238. The standard deviation implies minimal variation in the responses. From this, one can infer that the majority of the respondents (99.8%) were of the view that schools did not have school sick bays and the low scored mean value indicates that the status of schools in Bugisu sub-region having sick bays was not satisfactory.

Respondents were also presented with an item concerning schools collaboration with the nearest dispensary in providing medical care to teachers. The findings in Table 4.15 revealed that 2.4% strongly agreed, 4.05 agreed, 1.0% were undecided, 15.1% disagreed while 77.5% strongly disagreed. The scored mean value for this sub-construct was 1.39 while the standard deviation was .886. The revelation indicates that 6.9% of the respondents agreed that schools had collaboration with the nearest dispensary in providing medical care to teachers while the majority (92.6%) disagreed. The respondents' low scored mean value (1.39) implies that schools collaboration with dispensaries for the provision of medical services was not satisfactory. What is interesting to note is that the dispensaries are government facilities meant to provide free medical services to the public but school managements were not using them fully to cater for teachers' health needs.

Table 4.15 also displays the respondents' views on the fourth sub-construct, i.e. 'schools have budgets for teachers' medical care' where 4.2% strongly agreed, 2.0 agreed, 2.6% were undecided, 26.1% disagreed, and 65.1% strongly disagreed. The implication is that the majority of the respondents (91.2%) felt that schools in Bugisu sub-region did not have budgets for teachers' medical care. The respondents' scored mean value on this sub-construct was 1.54, indicating that budgeting for teachers' medical care in schools in Bugisu sub-region was not satisfactory. The standard deviation was .961, implying no much variation in the responses.

On the question of schools having a first aid box as indicated in Table 4.15, 3.6% strongly agreed, 2.6% agreed, 2.0% were undecided, 33.3% disagreed, and 58.6% strongly disagreed. The scored mean value for this sub-construct was 1.59 and the standard deviation was .932. The revelation means that the majority (91.9%) of respondents were of the view that most schools in Bugisu sub-region did not have a medical first aid box. The mean value of 1.59 implies that availability of a first aid box in schools was not satisfactory, while the standard deviation of .932 implies little variation in the responses.

Table 4.15 also clearly displays the responses on the sixth item, i.e. 'the school first aid box being well stocked'. 0.4% of the respondents were undecided, 30.9% disagreed, and 68.7% strongly disagreed. The scored mean value for this sub-construct was 1.32, while the standard deviation was .474. The indication is that the majority of the respondents (99.6%) disagreed with the statement that school first aid boxes in Bugisu sub-region were well stocked. The scored mean value of 1.32 implies that stocking first aid boxes in

schools in Bugisu sub-region was not satisfactory. There was little variation in the responses.

Respondents were also presented with an item of school first aid box being accessible whenever need arose. Table 4.15 clearly reveals that 2.0% strongly agreed, 6.0% agreed, 2.4% were undecided, 56.4% disagreed, 33.3% strongly disagreed. The scored mean value for this item was 1.87 and the standard deviation was .872. The findings mean that majority of the respondents (89.7%) disagreed with the statement that school first aid boxes were accessible whenever need arose. The scored mean value of 1.87 implies that accessibility of first aid boxes in schools in Bugisu sub-region was not satisfactory while the standard deviation implies no much variation in the responses.

Table 4.15 also presents findings of the eighth sub-construct which stated that teachers' medical budget was known by all the staff. Over thirteen per cent (13.3%) disagreed with this statement while 86.7% strongly disagreed and the scored mean value was 1.13. The implication is that medical budgets were not known to all staff and the low mean value also implied unsatisfactory status. The standard deviation for this sub-construct was .340, meaning that there was no much variation in the way participants responded to this item.

As regards school management being concerned with teachers' medical care, 7.2% were undecided, 21.5% disagreed, 71.3% strongly disagreed and the scored mean value for this item was 1.36. The revelation implies that 92.8% of the respondents believed that school managements in Bugisu sub-region were not concerned with teachers' medical care, and

low mean value also implies that this was not satisfactory. The standard deviation for this item was .612, implying no much variation in the responses.

On the item of schools employing a qualified nurse, Table 4.15 reveals that 1.8% disagreed, 98.2% strongly disagreed. The findings mean that 100% disagreed with the statement that schools in Bugisu sub-region employed a qualified nurse and low scored mean value of 1.02 implies that the status was not satisfactory. The standard deviation for this sub-construct was .133, implying that there was no much variation in the way participants responded to this item.

Furthermore, Table 4.15 reveals that as regards schools paying some medical bills for teachers when funds were available, 0.6% were undecided, 27.1%disagreed, and 72.3% strongly disagreed. The scored mean value for this item was 1.28 while the standard deviation was .464, implying that the majority of the respondents (99.4%) indicated that schools in Bugisu sub-region did not pay any medical bills for teachers when funds were available. The scored mean value of 1.28 was low and it implies that the status was not satisfactory.

When we come to government health centre being near the school, Table 4.15 reveals that 6.2% strongly agreed, 5.6% agreed, 57.8% disagreed, 30.5% strongly disagreed. The scored mean value for this item was 1.99 and the standard deviation was 1.042. Therefore, it implies that the majority of the respondents indicated that government health centres were not near schools in Bugisu sub region and the mean value of 1.99 also implies that the status was not satisfactory. The standard deviation of 1.042 implies that there was

much variation in the way participants responded to this item. The reason may be due to the fact that schools are located in several places and therefore they could not have same responses to this item.

To summarize the findings in Table 4.15, the respondents scored average mean for the sub-constructs on the status of teachers' medical care in public primary schools in Bugisu sub-region was 1.39 and the standard deviation was .621. The revelation indicates that the status of teachers' medical care in Bugisu sub-region was not satisfactory and this affects teachers' performance in public primary schools. The standard deviation indicated no much variation in the responses.

4.4.3.1. Factor Analysis

In order to also determine the pattern of interrelations and robustness among the constructs of teachers' medical care as a welfare variable in this study, principal component analysis was carried out as the confirmatory measure of the constructs of teachers' medical care (Field, 2009; Hair et al, 2006) as one of the independent variables of the study. Varimax factor rotation with Kaiser Normalization was employed to reduce dimension and covariance matrix structure and improve score interpretation (Hair et al, 2006).

The results of the factor analysis are reported in Table 4.16.

Table 4.16: Rotated Component Matrix (Medical Care)

	Medical Structure	Medical Support Systems	Service accessibility
The school first aid box is well stocked.	0.809		
This school has a budget for teachers' medical care.	0.782		
This school has employed a qualified school nurse.	0.496		
This school always provides first aid to teachers.		0.82	
This school has a school sick bay for all teachers.		0.853	
This school always collaborates with the nearest dispensary in providing medical care to teachers.		0.513	
This school has a first aid box.			0.529
The school first aid box is accessible whenever need arises.			0.701
Teachers' medical care budget is known by all teachers			
School management is concerned with teachers' medical care.			0.715
Eigen Value	*1.807*	*1.78*	*1.706*
Variance (%)	*15.059*	*14.831*	*14.213*
Cummulative Variance (%)	*15.059*	*29.89*	*44.103*

N.B: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 6 iterations.

The items under each factor with factor loadings above 0.50 were retained. Only those factors with an Eigen value of greater than one unit were retained according Guttman-Kaiser rule.

Findings in Table 4.16 indicate that of the three factors that were extracted, medical structure was the most significant with Eigen Value of 1.807, contributing 15.059%. This factor was underscored by: (i)The school first aid box is well stoked; (ii)This school has a budget for teachers' medical care; (iii)This school has employed a qualified school nurse.

The second significant factor that extracted was medical support systems with Eigen value of 1.78 accounting for 14.831%. The salient items in this factor included: (i) This

school always provides first aid to teachers; (ii) This school has a school sick bay for all teachers; (iii) This school always collaborates with the nearest dispensary in providing medical care to teachers.

This was followed by medical service accessibility with Eigen value of 1.706 and a variance of 14.213%. The most important items under this factor were: (i) This school has a first aid box (ii) The school first aid box is accessible whenever need arises (iii) School management is concerned with teachers' medical care.

To triangulate these quantitative data from the questionnaires that were administered to teachers and school management committee members, structured interviews were conducted with the DEOs, district inspectors of schools, staff of directorate of education standards and head teachers.

Interviews with head teachers were supportive of these findings. When asked whether schools provided first aid to teachers, some of their responses were:

Head Teacher BH3: ‘‘***This school does not provide medical care to both teachers and pupils because of inadequate financial resources. Our first aid box only has panadol and sanitary towels for the girl child. In case of any medical problem, we rush the child to the health centre but if it is minor like headache, we then send the pupil home for the parent to handle. We are lucky this school is near the healthy centre. For our girl child, the senior woman teacher has organized the female teachers and girls from p.5 to p.7 to make local sanitary towels for use when the girls are in their periods.’’***

Head Teacher SH24: ‘‘***We do not provide first aid to teachers. Teachers cater for their own medical care.’’***

Head Teacher MH 47: ***‘‘My school does not provide medical care for teachers. But we have a first aid box for the children but it is not well stocked. It only has some sanitary towels and panadol. Our teachers cater for their own treatment because we do not have a budget for teachers’ medical care.’’***

Head Teacher MH49: ‘‘***We do have a first aid box but it is not well stocked. It only has a few pain killers and some sanitary towels for the girl child. We do not pay medical bills for teachers because they are paid a salary by the government which should cater their medical expenses.’’***

When asked if their school employed a qualified nurse to attend to teachers’ and pupils’ medical care at school, all head teachers indicated that their primary schools did not have a school nurse. Asked why this was so, they revealed that government did not post nurses to primary schools.

When DEOs were asked if public primary schools had any medical structure, they all said that schools did not have medical structures. On the issue of school medical support system, all the DEOs and district school inspectors indicated that schools in their districts only had first aid which largely included some pain killers and some sanitary towels for the girl child.

When they were asked whether there was medical service accessibility in public primary schools, all the DEOs and DIS indicated that both teachers and pupils accessed medical

services from government health centres and private clinics since most schools were day schools. They also indicated that the schools' budget for first aid and medical care was too small to cater for the teachers and the pupils. They reported that all they afforded was pain killers and support for making a few local sanitary towels for the girl child.

Asked what they thought was the effect of providing medical care to the teachers, the views of all the DEOs, DIS, DES and head teachers were consistent with the quantitative findings in Table 4.15. They believed that providing medical care to teachers and the pupils would improve teachers' performance greatly as it would minimize absenteeism of both the girl child and the teachers. According to them, if government improved budgets for public primary schools, provided a nurse for every school and first aid facilities and drugs, then teachers and pupils would perform better.

4.4.4. Teachers' allowances in Bugisu sub-region

As noted earlier, allowances are some of the fringe benefits teachers are expected to earn while performing their duties as educators (Ministry of Education and Sports, 2013). The Ministry of Education and Sports (2013) revealed that appointed teachers are entitled to several allowances such as: Hardship allowance of 30% of the basic monthly salary given to teachers in hard-to-reach areas. Hardship allowance is part of the national wage package. The hard-to-reach areas are those places characterized by remoteness, insecurity and poor infrastructure which make it difficult for the areas to attract and retain teachers. Travel allowances include safari day allowance (per diem) and transport, but this is at the discretion of the school where the teacher works. Extract duty allowances in form of acting allowances, duty allowance, and honoraria, sitting allowances normally

paid during staff meetings and overtime allowances. The allowances are at the discretion of the school.

This interested the researcher to establish the effect of such allowances on teachers' performance in public primary schools in Bugisu sub-region. This was done by first establishing the status of teachers' allowances in public primary schools in Bugisu sub-region and the findings are revealed in Table 4.17.

Table 4.17: Teachers' allowances in Bugisu sub-region

Code	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	St.dv
E1	Teachers are always paid transport allowances	1	0.2	4	1	1	0	2	0.4	494	98	1.04	0.34
E2	Teachers are always paid overtime allowances			5	1	3	1	18	3.6	476	95	1.08	0.38
E3	Teachers are always paid weekly duty allowances	1	0.2	1	0	5	0	52	10	443	88	1.14	0.42
E4	There is provision of allowances for co-curricular activities.			3	1	1	0	125	25	373	74	1.27	0.49
E5	There is payment of allowances to teachers on the disciplinary committee.							67	13	435	87	1.13	0.34
E6	Teachers on guidance and counselling committee are paid allowances for their work.							117	23	385	77	1.23	0.42
E7	This school pays allowances to teachers during staff meetings.							53	11	449	89	1.11	0.31
E8	Allowances are paid to teachers' for marking tests.					8	2	49	9.8	445	89	1.13	0.38
E9	School management pays teachers allowances for remedial lessons.							49	9.8	453	90	1.1	0.3
E10	This school has a budget for teachers' allowances.	2	0.4			1	0	147	29	352	70	1.31	0.52
E11	The school budget for teachers' allowances is known by all staff.	4	0.8	2	0			140	28	356	71	1.32	0.58
E12	Hard to reach area allowances are paid to teachers in this school.							1	0.2	501	100	1	0.05
E13	Burial expenses for teachers who pass on are paid for by school management.	1	0.2	15	3			85	17	401	80	1.27	0.63
E14	Settlement allowances are paid teachers who are transferred to this school.									502	100	1	0
	Average Mean											**1.15**	**0.37**

Source: Field data.

Table 4.17 shows the respondents' level of favourableness about the statements that indicate the status of teachers' allowances in Bugisu sub-region.

As regards teachers always being paid transport allowances, 0.2% strongly agreed, 0.85 agreed, 0.2% undecided, 0.4% disagreed, 98.4% strongly disagreed. The scored mean value was 1.04 and the standard deviation was .338. The standard deviation indicates that there was no much variation in the responses.

These findings indicate that the majority of the respondents (98.8%) disagreed with the statement that teachers in Bugisu sub-region are always paid transport allowances. The scored mean value of 1.04 implies that the status of teachers in public primary schools in Bugisu sub-region always being paid allowances was not satisfactory.

As is evidenced in Table 4.17 above, the second sub-construct was stated as ''Teachers are always paid overtime allowances'' and findings revealed that 1.0% agreed, 0.6% were undecided, 3.6% disagreed, 94.8% strongly disagreed and the scored mean value 1.08. These findings imply that the majority of the respondents (98.4%) disagreed with the statement that teachers in public primary schools in Bugisu sub-region are always paid over time allowances. The standard deviation of .379 means that there was no much variation in the responses. The scored mean value further reveals that the status of paying teachers' overtime allowances in public primary schools in Bugisu sub-region was not satisfactory.

As is revealed in Table 4.17, on the question of teachers always being paid weekly duty allowances, 0.2% strongly agreed, 0.25 agreed, 0.1% were undecided, 10.4% disagreed, 88.2% strongly disagreed. The scored mean value was 1.14 while the standard deviation was .418. From the findings , it is possible to deduce that the majority of the respondents (98.6%) believed that teachers in public primary schools in Bugisu sub-region were not being paid weekly duty allowances. The scored mean value of 1.14 implies that the status of paying teachers' weekly duty allowances in public primary schools in Bugisu sub-region was not satisfactory. The standard deviation of .418 shows little variation in the responses.

Furthermore, the fourth sub-construct was concerned with the provision of allowances for co-curricular activities. Table 4.17 reveals that 0.6% agreed, 0.2% were undecided, 24.9% disagreed, 74.3% strongly disagreed and the respondent scored mean value was 1.27 while the standard deviation was .488. From this, it can be inferred that the majority of the respondents (99.2%) disagreed with the statement that there was provision of allowances for co-curricular activities in public primary schools in Bugisu sub-region. The standard deviation of .488 means that there was little variation in the responses. The scored mean value implies that the status of paying allowances to teachers in public primary school teachers for co-curricular activities was not satisfactory.

The fifth item stated that ''there is payment of allowances to teachers on the disciplinary committee'' and the findings in Table 4.17 reveal that 13.3% disagreed, 86.7% strongly disagreed. The respondent mean value was 1.13 and the standard deviation was .340, implying that all the respondents disagreed with this statement. The scored mean value

shows that the status of paying allowances to teachers in public primary schools for the extra duty of pupil disciplinary management was also not satisfactory and there was no much variation in the responses.

As indicated in the Table 4.17, the sixth item was that teachers on the guidance and counselling committee were paid allowances for their work. It is revealed that 23.3% disagreed and 89.4% strongly disagreed with this statement. The scored mean value was 1.23 and the standard deviation was .423. The findings imply that all the respondents disagreed with this statement. The scored mean value indicates that the status of paying teachers' allowance for their extra work in the guidance and counselling committee in public primary school in Bugisu sub-region was not satisfactory. The standard deviation of .423 implies that there was little variation in the responses.

Respondents were also presented with an item concerning the payment of allowances to teachers during staff meetings. Table 4.17 reveals that 10.6% disagreed, 89.4% strongly disagreed and the respondents scored mean value was 1.11. The standard deviation was .308, implying that there was no much variation in the way respondents answered this question. From this, it may be deduced that all respondents disagreed with the statement that teachers are paid allowances during staff meetings in public primary schools in Bugisu sub-region.

On the issue of allowances being paid to teachers for marking tests, Table 4.17 above reveals that 1.6% were undecided, 9.85% disagreed and 88.6 % strongly disagreed. The scored mean value was 1.13. The standard deviation was .381, implying that there was no much variation in the responses. The implication is that the majority of the respondents

(98.4%) disagreed with the statement that public primary school teachers are paid allowances for marking tests. The respondents scored mean value implies that the status of paying teachers in public primary schools in Bugisu sub-region for marking tests was not satisfactory.

It is also evidenced in Table 4.17 above that on the issue of school management paying allowances for remedial lessons, 9.8% of the respondents disagreed while 90.2% strongly disagreed. The respondents scored mean value for this item was 1.10 while the standard deviation was .297. From this revelation, it is possible to deduce that all the respondents believed that public primary schools in Bugisu sub-region did not pay allowances to teachers for extra work of attending to remedial lessons. The scored mean value implies that the status of paying teachers in public primary schools for remedial lessons was not satisfactory while the standard deviation of .297 shows that there was no much variation in the responses

Concerning schools having a budget for teachers' allowances, Table 4.17 reveals that 0.4% strongly agreed, 0.2% were undecided, 29.3% disagreed, 70.1% strongly disagreed and the scored mean value was 1.31. From this, it can be deduced that 99.4% of the respondents disagreed with the statement that public primary schools in Bugisu sub-region budget for teachers' allowances. The scored mean value implies that as far as the status of schools budgeting for teachers' allowances was concerned, it was not satisfactory. The standard deviation for this sub-construct was .517, which points to the fact that there was no much variation in the way participants responded to this item.

Respondents were also presented with the statement that school budget for teachers' allowances were known by all staff. The findings in Table 4.17 indicate that 0.8% strongly agreed, 0.4% agreed, 27.9% disagreed, and 70.9% strongly disagreed. The scored mean value was 1.32 and the standard deviation was .582, indicating little variation in the responses. The implication is that the majority of the respondents (98.8%) disagreed with the statement that school budgets for teachers' allowances were known by all staff in public primary schools in Bugisu sub-region. The scored mean value for this sub-construct means that the status of teachers in public primary schools in Bugisu sub-region being aware of the budget for their allowances was not satisfactory.

On the item regarding the payment of hard-to-reach area allowances to teachers in Bugisu sub-region, Table 4.17 reveals that 0.2% disagreed, 99.8% strongly disagreed and the respondents scored mean value for this item was 1.00. Therefore, it implies that all the respondents disagreed with the statement that teachers were receiving hard-to-reach area allowances. The scored mean value also implies that the status of paying hard-to-reach area allowances to teachers in public primary schools in Bugisu sub-region was not satisfactory. The standard deviation of .045 implies that there was no much variation in the responses.

Table 4.17 above also presents findings on whether or not burial expenses of teachers who pass on are paid for by school management. The findings show that 0.2% strongly agreed, 3.0% agreed, 16.9% disagreed, 79.9% strongly disagreed and the mean value for this item was 1.27. The findings indicate that only 3.2% of the respondents agreed while 96.8% disagreed with the statement that burial expenses for teachers who pass on are paid for by

the school management. The mean value implies that the status of school managements paying for burial expenses of teachers in public primary schools in Bugisu sub-region who pass a way was not satisfactory. The standard deviation of .632 means no much variation in the responses.

Responses were also sought on the question of settlement allowances being paid to teachers on transfer. The findings in Table 4.17 show that 100% of the respondents strongly disagreed with a mean value of 1.00. This implies that settlement allowances were not being paid to teachers on transfer in public primary schools in Bugisu sub-region. The standard deviation of .000 means that all the respondents answered in the same way on this particular item. The respondent score shows that the status of settlement allowances paid to teachers in public primary schools in Bugisu sub-region was not satisfactory.

To conclude the findings on the status of teachers' allowances to public primary schools in Bugisu sub-region, the respondents' average mean value was 1.15 and the standard deviation was .368. From the findings in Table 4.17, it may be deduced that the status of allowances to teachers in public primary schools in Bugisu sub-region was not satisfactory and there was no much variation in the responses.

4.4.4.1. Factor Analysis

In order to also determine the pattern of interrelations and robustness among the constructs of teachers' allowances as a welfare variable in this study, principal component analysis was carried out as the confirmatory measure of the constructs of teachers' medical care (Field, 2009; Hair et al, 2006) as one of the independent variables of the study. However,

principal component analysis was only performed on eight sub-constructs as opposed to the fourteen items in the variable allowances because the rest of the six items are not offered in the schools where the study was carried out as all the respondents disagreed that these types of allowances were being given. Varimax factor rotation with Kaiser Normalization was employed to reduce dimension and covariance matrix structure, improve score (Hair et al, 2006). The results of principal component analysis are reported in Table 4.18

Table 4.18: Rotated Component Matrix (Allowances)

	Budget	**Payment**	**Comprehensiveness**
The school budget for teachers' allowances is known by all staff.	0.817		
This school has a budget for teachers' allowances.	0.783		
Burial expenses for teachers who pass on are paid for by the school.	0.614		
Teachers are always paid overtime allowances.		0.83	
Teachers are always paid weekly duty allowances.		0.683	
Teachers are always paid transport allowances.		0.582	
Allowances are paid to teachers for marking tests.			0.763
There is provision of allowances for co-curricular activities.			0.637
Eigen Value	*2.065*	*1.818*	*1*
Variance (%)	*15.882*	*13.983*	*10.605*
Cummulative Variance (%)	*15.882*	*29.865*	*40.47*

Note: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 4 iterations.

The items under each factor with factor loadings above 0.50 were retained. Only those factors with an Eigen value of greater than one unit were retained according Guttman-Kaiser rule. Results in Table 4.18 indicate that of the three factors that were extracted; Budget for allowances was the most significant with Eigen Value of 2.065, contributing 15.882%, followed by payment of allowances with Eigen Value of 1.818, accounting for 13.983%, and comprehensiveness of allowances trailed with Eigen value of 1 contributing 10.605%.

The salient items under budget for allowances included: (i) The school budget for teachers' allowances is known by all staff; (ii) This school has a budget for teachers' allowances; (iii) Burial expenses for teachers who pass on are paid for by the school.

Payment for allowances was underscored by: (i) Teachers are always paid overtime allowances; (ii) Teachers are always paid weekly duty allowances; (iii) Teachers are always paid transport allowances. Comprehensiveness of allowances included two items: (i) Allowances are paid to teachers for marking tests; (ii) There is provision of allowances for co-curricular activities.

To triangulate these quantitative data from the questionnaires that were administered to teachers and school management committee members, structured interviews were conducted with the DEOs, district inspectors of schools, staff of directorate of education standards and head teachers.

Interviews with head teachers were supportive of these the quantitative findings in Table 4.18. When asked whether schools had teachers' allowances, some of their responses were:

Head teacher **BH1:** ***''There are no allowances given to our teachers for transport, housing or medical. We are told that our salary is consolidated to cater for our transport, housing and medical care yet it is very low.''***

MH13: "***There are no allowances for overtime and disciplinary committees."***

SH14: "Once in a while, co- curricular allowances are paid to teachers and this really motivates them to train and guide the children in participating in games and sports."

MH3: ''***There are no allowances for marking tests and remedial lessons. Our parents are opposed to the issue of allowances arguing that the government has told them that primary education is free but when we get some money, we pay some allowances for co-curricular activities.''***

All head teachers indicated that there were no allowances for hard-to-reach areas and, settlement for teachers on transfer.

The district inspector of district W revealed that allowances were almost non-existent in public primary schools. He remarked: ''***Apart from co-curricular activities allowances, I do not see how head teachers can raise money for teachers' allowances of any kind because our parents do not pay any fees in these public primary schools.''***

The views of district inspectors of districts X and Z were not different from those of their colleague in district W. They indicated that allowances were not being paid for guidance and counselling, remedial lessons, marking tests and transport.

When the DEOs were asked to comment about the effect of allowances on teachers' performance, their comments were inconsistent with the quantitative findings in Table 4.18. They indicated that allowances could make teachers organize remedial lessons, set and mark tests, attend staff meetings more regularly and organize more guidance and counselling meetings with the pupils. According to the DEOs, allowances have a positive effect on teachers' performance. The district inspectors of schools also had the same view as the DEOs as regards the effect of allowances on teachers' performance in public primary schools

4.4.5. Teachers' work environment in Bugisu sub-region

Studies done on the school environment established that school environments are 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, among others (Moore, 2012). Since all these prevail in all schools all over the world, the researcher was interested in establishing their status in order to determine if they have an effect on teachers' performance in public primary school in Bugisu sub-region. The findings on public primary school teachers work environment in Bugisu sub-region are presented in Table 4.19.

Table 4.19: Teachers' work environment in Bugisu sub region

Code	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	Std.dv
F1	Your school has enough classrooms for every class.	74	15	287	57			58	12	83	17	3.4	1.3
F2	All classrooms have good black boards.	12	2	117	23	2	0	102	20	269	54	2.0	1.3
F3	My school has good sanitation for teachers.	11	2	23	5	4	1	290	58	174	35	1.8	0.8
F4	My school has good latrines for teachers.	9	2	22	4			142	28	329	66	1.5	0.9
F5	My school has good latrines for the pupils.	50	10	71	14	1	0	217	43	163	33	2.3	.1.313
F6	My school has separate latrines for female and male teachers.	3	1	61	12	1	0	312	62	125	25	2.0	0.9
F7	My school has separate latrines for female and male pupils.			474	94			25	5	3	0.6	3.9	0.5
F8	This school has a staff room.	2	0	19	4	1	0	375	75	105	21	1.9	0.6
F9	The staff room has working tables for teachers.	5	1	9	2			288	57	200	40	1.7	0.7
F10	The staff room has sitting facilities for all teachers.	20	4	2	0	1	0	150	30	329	66	1.5	0.9
F11	All classrooms have enough sitting facilities for all pupils	93	19	27	5			337	67	45	9	2.6	1.3
F12	This school has good drainage that keeps off running water from entering classes	65	13	219	44			120	24	98	20	3.1	1.4
F13	The school environment is secure from intruders.			1	0			146	29	355	71	1.3	0.5
F14	This school is fenced.	1	0					501	100			1.0	0.1
F15	All classroom floors in this school are cemented.	11	2	56	11	2	0	253	50	180	36	1.9	1.0
F16	All classes study in permanent buildings.	14	3	54	11	2	0	277	55	155	31	2.0	1.0
	Average Mean											**2.1**	**0.9**

Source: Primary data

The first item on the status of teachers' working environment was stated as: ''Your school has enough classrooms for every class''. On this item, Table 4.19 reveals that 14.7% strongly agreed, 57.2% agreed, 11.6% disagreed, 16.5% strongly disagreed. The scored mean value was 3.42 and the standard deviation was 1.329. Therefore, it implies that the

majority of the respondents agreed that public primary schools in Bugisu sub region had enough schools. The mean value of 3.42 implies that the status of public primary schools having enough classrooms in Bugisu sub-region was satisfactory. The standard deviation of 1.329 for this item implies much variation in the way participants responded to this item. This may have been due to the fact that some schools may have had enough classrooms for every class, while others may not have had.

As regards the second sub-construct, i.e. all classrooms have good chalk boards, 2.4% strongly agreed, 23.3% agreed, 0.4% were undecided, 20.3% disagreed, 53.6% strongly disagreed and the scored mean value was 2.01. From these findings, it may be deduced that the majority of the respondents (73.9%) disagreed that on the statement that public primary schools in Bugisu sub-region had good black boards. The scored mean value of 2.01 implies that the status of public primary schools in Bugisu sub-region having good black boards was fairly satisfactory. The standard deviation of 1.300 for this item implies much variation in the responses.

Furthermore, Table 4.19 reveals that on the third sub-construct, i.e. 'my school has good sanitation for teachers', 2.2% strongly agreed, 4.6% agreed, 0.8% were undecided, 57.8% disagreed, 34.7% strongly disagreed and scored mean value for this item was 1.82. The revelation implies that the majority of the respondents disagreed with the statement that public primary schools in Bugisu sub-region had good sanitation for teachers. The scored mean value of 1.82 implies that public primary school sanitation in Bugisu sub region was not satisfactory. The standard deviation of .839 implies little variation in the responses.

Responses were also sought on the question of schools having good latrines for teachers, findings in Table 4.19 indicate that 1.8% strongly agreed, 4.4% agreed, 28.3% disagreed, 65.5% strongly disagreed and the scored mean value for this item was 1.49. The findings mean that the majority of the respondents (92.8%) disagreed with the statement that public primary schools in Bugisu sub-region had good latrines for teachers. The scored mean value of 1.49 means that the status of teachers' latrines in public primary schools in Bugisu sub-region was not satisfactory. The standard deviation of .854 means that there was no much variation in the responses.

When it came to the fifth sub-construct, i.e. 'my school has good latrines for the pupils', Table 4.19 revealed that 10.0% strongly agreed, 14.1% agreed, 0.2% were undecided, 43.2% disagreed, 32.5% strongly disagreed The scored mean value was 2.26 and standard deviation was 1.313. The results imply that the majority of the respondents (75.7%) disagreed with the statement that public primary schools in Bugisu sub region had good latrines for the pupils. The mean value of 2.26 implies that the status of latrines for the pupils in public primary schools was fairly satisfactory.

Table 4.19 above also reveals that on the question of schools having separate latrines for female and male teachers, 0.6% strongly agreed, 12.2% agreed, 0.2% were undecided, 62.2% disagreed, and 24.9% strongly disagreed. The mean value for this sub-construct was 2.01 while the standard deviation was .890. The revelation implies that 87.1% of the respondents indicated that public primary schools in Bugisu sub-region did not have separate latrines for male and female teachers. However, the mean value of 2.01 indicates that the status of separate latrines for female and male teachers was fairly satisfactory.

Furthermore, Table 4.19 reveals that on the question of separate latrines for male and female pupils, 94.4% agreed, 5.0% disagreed, 0.6% strongly disagreed. The scored mean value was 3.88 and the standard deviation was .490. The findings indicate that the majority of the respondents (94.4%) agreed that public primary schools in Bugisu sub region had separate latrines for male and female pupils. The mean value of 3.88 indicates that the status of separate latrines for male and female pupils in public primary schools in Bugisu sub region was satisfactory.

When it came to the question of schools having a staff room, Table 4.19 reveals that 0.4% strongly agreed, 3.8% agreed, 0.2% were undecided, 74.7% disagreed, and 20.9% strongly disagreed. The respondents' scored mean value for this item was 1.88 and the standard deviation was .620. The findings mean that the majority of the respondents (95.6%) disagreed with the statement that public primary schools in Bugisu sub-region had a staff room. The scored mean value means that the status of public primary schools in Bugisu sub-region having staff rooms was not satisfactory.

Furthermore, responses were also sought on the item of staff rooms having working tables for teachers. Table 4.19 revealed that 1.0% strongly agreed, 1.8% agreed, 57.4% disagreed and 39.8% strongly disagreed. The respondents' scored mean value for this item was 1.67 and its standard deviation was .671. The findings mean that the majority of the respondents (97.2%) disagreed with the statement that staff rooms in public primary schools in Bugisu sub-region had working tables for teachers. The mean value of 1.67

means that the status of having tables for teachers in public primary schools in Bugisu sub region was not satisfactory.

On the question of staff rooms having sitting facilities for all teachers, the findings in Table 4.19 revealed that 4.0% strongly agreed, 0.4% agreed, 0.2% were undecided, 29.9% disagreed and 65.5% strongly disagreed. The respondent scored mean value for this sub-construct was 1.47 while the standard deviation was .870. The implication is that the majority of the respondents (95.5%) disagreed with the view that staff rooms in public primary schools in Bugisu sub-region had sitting facilities for all teachers. The scored mean value of 1.47 implies that the status of staff rooms in public primary schools in Bugisu sub-region having sitting facilities for all teachers was not satisfactory.

As regards all classrooms having enough sitting facilities for all pupils, Table 4.19 revealed that 18.5% strongly agreed, 5.4% agreed, 67.1% disagreed and 9.0% strongly disagreed. The respondents' scored mean value for this sub-construct was 2.57. The revelation indicated that the majority of the respondents (76.1%) disagreed with the statement that all classrooms had enough sitting facilities for all pupils. The standard deviation was 1.283 and the mean value of 2.57 was found, indicating that the status of all class rooms having enough sitting facilities for pupils in public primary schools in Bugisu sub-region was fairly satisfactory.

Table 4.19 further revealed that on the item concerning good drainage that keeps off running water from entering classes, 12.9% strongly agreed, 43.6% agreed, 23.9% disagreed, 19.5% strongly disagreed. The scored mean value was 3.07 and the standard

deviation was 1.405. The results imply that the majority of the respondents (56.5%) agreed with the statement that schools in Bugisu sub-region have good drainage that keeps off running water from entering the classes. The scored mean value of 3.07 implies that as far as drainage that keeps off running water from entering classes was concerned, the status was satisfactory.

Concerning the thirteenth item, i.e. the school environment being secure from intruders, Table 4.19 revealed that only 0.2% agreed, 29.1% disagreed, 70.7% strongly disagreed. The respondent scored mean value was 1.30 and the standard deviation was .134. The findings indicate that the majority of the respondents (99.8%) disagreed with the statement that the school environment was secure from intruders. The scored mean value of 1.30 indicates that the status of public schools environment being secure from intruders was not satisfactory.

The next sub-construct concerned public primary schools being fenced. Table 4.19 reveals that 99.8% of the respondents disagreed with the statement that schools were fenced. The standard deviation was .134 and the scored mean value of 1.01 implies that the status of school fencing in Bugisu sub-region was not satisfactory.

Responses were also sought on the question of all classrooms in schools having cemented floors, Table 4.19 reveals that 2.2% strongly agreed, 11.2% agreed, 0.4% were undecided, 50.4% disagreed, and 35.9% strongly disagreed. The respondent scored mean value was 1.93 and the standard deviation was 1.002. The findings imply that the majority of the respondents (86.3%) disagreed with the statement that all classroom floors in public primary schools were cemented. The scored mean value of 1.93 implies that the status of

classroom floors being cemented in public primary schools in Bugisu sub-region was not satisfactory.

The last sub-construct was about all classes studying in permanent buildings. Table 4.19 reveals that 2.8% strongly agreed, 10.8% agreed, 0.4% were undecided, 55.2% disagreed, and 30.9% strongly disagreed. The respondents' scored mean value was 1.99 while the standard deviation was .998; implying that majority of the respondents (86.1%) disagreed with the statement that public primary schools study in permanent buildings. The scored mean value of 1.99 implies that the status of all classes studying in permanent buildings in Bugisu sub-region was not satisfactory.

To conclude, the findings on the status of teachers' work environment in public primary schools in Bugisu sub-region, the respondents' average mean value was 2.11 and the standard deviation was .904. From these findings in Table 4.19, it may be deduced that the status of teachers' work environment in public primary schools in Bugisu sub-region was fairly satisfactory and this affects teachers' performance. There was not much variation in the responses.

4.4.5.1. Factor Analysis

In order to also determine the pattern of interrelations and robustness among the constructs of school environment as a welfare variable in this study, principal component analysis was carried out as the confirmatory measure of the constructs of environment (Field, 2009, Hair et al, 2006) as one of the independent variables of the study.

Varimax factor rotation with Kaiser Normalization was employed to reduce dimension and covariance matrix structure and improve score interpretation (Hair et al, 2006).

The results of principal component analysis are reported in Table 4.20.

Table 4.20: Rotated Component Matrix (Environment)

	Availability of Facilities	Quality of Pupil's Facility	Quality of Teacher's Facility	Adequacy of Facilities	Safety and Security
The school environment is secure from intruders during class hours.	0.944				
All classrooms have enough sitting facilities for all pupils.	0.878				
My school has good latrines for the pupils.	0.506				
All classes study in permanent buildings.		0.973			
All classroom floors are cemented.		0.971			
My school has good latrines for teachers.			0.806		
My school has good sanitation for teachers.			0.748		
All classrooms have good chalk boards.			0.494		
The staff room has working tables for all teachers.				0.801	
The staff room has sitting facilities for all teachers.				0.635	
This school has a staff room.				0.447	
My school has separate latrines for male and female teachers.					0.633
This school is fenced.					0.598
Eigen Value	*2.601*	*2.144*	*2*	1.868	1.458
Variance (%)	*16.255*	*13.401*	*11.997*	11.676	9.112
Cummulative Variance (%)	*16.255*	*29.656*	*41.653*	*53.329*	*62.441*

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization, a. Rotation converged in 8 iterations.

The items under each factor with factor loadings below 0.50 were not retained. Only those factors with an Eigen value of greater than one unit were retained according Guttman-Kaiser rule.

Results in Table 4.20 indicate that of the five factors that were extracted; availability of facilities was the most significant with Eigen Value of 2.601, contributing 16.255%, followed by quality of pupils' facilities with Eigen Value of 2.144, accounting for 13.401%. This was followed by quality of teachers' facility with Eigen value of 2,

contributing 11.997%. Adequacy of facilities was the fourth factor with Eigen value of 1.868, contributing 11.676%. Safety and security trailed with Eigen value of 1.458 and its contribution was 9.112%.

The availability of facilities was underscored by: (i) The school environment is secure from intruders during class hours; (ii) All classrooms have enough sitting facilities for all pupils; (iii) My school has good latrines for the pupils.

The salient items for quality of pupils' facility included: (i) All classes study in permanent buildings; (ii) All classroom floors are cemented.

The key items for quality of teachers' facility included: (i) My school has good latrines for teachers; (ii) My school has good sanitation for teachers; (iii) All classrooms have good chalk boards.

The concern for adequacy of facilities was majorly perceived in terms of the staff room having working tables for all teachers; and the staff room having sitting facilities for all teachers. The last factor was safety and security. This was underscored by: (i) My school has separate latrines for male and female teachers; and (ii) This school is fenced.

To triangulate these quantitative data from the questionnaires that were administered to teachers and school management committee members, structured interviews were conducted with the DEOs, district inspectors of schools, staff of directorate of education standards and head teachers.

Interviews with head teachers were supportive of the findings in Table 4.19 and Table 4.22. When asked whether schools had enough classrooms and good chalk boards, the responses of head teachers were varied and they included:

Head teacher BH1: ***''My school has enough classrooms and the black boards are in fairly good conditions and our teachers use them very well.''***

Head teacher BH4: ***''The classrooms are not enough but we have good blaclk boards. Even classes that learn under shades have good portable black boards''***

Head teacher MH 19: ''***Our classrooms are not enough and even our black boards are in poor conditions and this has really affected our performance''***

The views of the DEOs and DISs were similar to those of the head teachers. They agreed that some schools had enough classrooms for every class and good black boards while others did not have and the various schools were thus affected differently. Those with few classrooms found it very difficult to conduct lessons during the rainy season. Poor black boards also made teachers work quite difficult when it came to writing and this has a direct effect on their performance.

Asked if schools had good sanitation for teachers, Head teacher SH21 remarked that, ***''The sanitation is generally good especially in the dry season but during the rainy season it becomes poor.''***

On the issue of schools having enough latrines for teachers, the views of the head teachers included SH11: ***''My school has two latrines for the teachers, one for the females and another for the male teachers.''***

MH23: ***''We have enough latrines for the pupils but our teachers share one pit latrine. The female teachers are not comfortable sharing this one latrine but we cannot do much at the moment.''***

When asked if availability of good latrines affected teachers work in terms of lesson preparation, some of the head teachers' views included:

BH7: ***''A bad latrine shames the teachers before the pupils and the general public. No teacher would like to go to a bad or dirty latrine. It is worse for the female staffs who are always concerned with cleanliness.''***

MH39: ***''If pit latrines are in bad conditions, then teachers will start going to the latrines of neighbours of the school and this will lead to complaints. Some teachers who come from near the school will go to their homes and this leads to time wasting and low syllabus coverage and at the end of it all, the school will have poor results.''***

MH47: ***''Bad latrines are a sign of bad management and they lead to poor teacher performance which translates into poor academic performance in the school.''***

The above views were in tune with the views of the DEOs; for example, the DEO of district W remarked that ***''bad latrines will lead to poor health of the teachers and this will lead to poor performance.''***

The DEO of district X was of also of the same view but added: ***''Bad latrines lead to poor health not only of the teachers but also of the pupils in the school and we cannot allow this to happen because it means that the head teacher in that school is a poor leader***

whom we have to act on for negligence of duty. Where the government has constructed latrines for schools, we ensure that head teachers maintain them to the required minimum standards for both pupils and teachers. We have some cases in the district where we do not have adequate latrine facilities for both teachers and pupils but we are improving them every financial year.''

The views of the respective district inspectors of schools were similar to those of the DEOs as regards the effect bad latrines on teachers' performance.

When asked to comment about quality of facilities in schools in their respective districts, the DEO of district W said: ***''Overall, facilities in our schools are still not enough and you cannot start by addressing the issue of quality before addressing the issue of availability. Generally, the quality is not the best for both teachers and pupils. Most schools do not have enough latrines and classroom. Some schools do not have cemented classrooms, but these are few. The classes also need repairs. All these issues affect both teachers' and pupils' performance.''*** The views of the DEO of district X were not different from those of the DEO of district W.

4.4.6. Teachers' Performance in Bugisu sub-region

The researcher also undertook to establish the status of teachers' performance in public primary schools in Bugisu sub-region. A questionnaire with twenty items on teachers' performance was designed and the findings are presented in Table 4.21.

Table 4.21: Teachers' Performance in Bugisu sub-region

Code	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	Std.dv
G1	Teachers always come by 7:30 am at school.	1	0	17	3	6	1	231	46	247	49	1.6	0.7
G2	There are schemes of work by the first day of the term.	10	2	25	5			58	12	409	82	1.3	0.9
G3	Teachers prepare lessons daily.	14	3	37	7	4	1	53	11	394	79	1.5	1.0
G4	Teachers always come with lesson plans in class.	13	3	44	9	2	0	231	46	212	42	1.8	1.0
G5	Teachers always use lesson plans in class.	15	3	45	9	4	1	267	53	171	34	1.9	1.0
G6	Teachers are always present at school supervising all school activities.	2	0	3	1	3	1	262	52	232	46	1.6	0.6
G7	There is active teacher involvement in co-curricular activities in school.	5	1	16	3	20	4	158	32	303	60	1.5	0.8
G8	There is efficient teacher management of pupil's discipline at school.	6	1	45	9	10	2	324	65	117	23	2.0	0.8
G9	There is regular attendance to all lessons by all teachers at school.	4	1	4	1	7	1	359	72	128	26	1.8	0.6
G10	There is regular assessment of pupils through tests.	6	1	23	5	3	1	304	61	166	33	1.8	0.8
G11	There is efficient counseling and guidance of pupils by teachers at school	18	4	33	7	5	1	261	52	185	37	1.9	1.0
G12	Teachers maintain pupil's records properly (e.g. registers, academic progress records)	20	4	78	16	189	38	166	33	49	9.8	2.7	1.0
G13	The turn up of teachers in staff meetings is high.	2	0	207	41	19	4	152	30	122	24	2.6	1.3
G14	There is effective teacher participation in staff meetings.	22	4	146	29	145	29	142	28	47	9.4	2.9	1.1
G15	Teachers always maintain a record of work covered.	10	2	94	19	178	36	148	30	72	14	2.7	1.0
G16	The head teacher is always at school supervising school activities.	7	1	2	0	7	1	103	21	383	76	1.3	0.7
G17	Teachers in this school mark pupils' work given in class	4	1	8	2	44	9	128	26	318	63	1.5	0.8
G18	Teachers in this school conduct remedial lessons for slow learners.							99	20	403	80	1.2	0.4
G19	Teachers always use pupil centred teaching methods in their lessons.			20	2	8	2	234	47	250	50	1.6	0.6
G20	Teachers in this school create a friendly learning environment for their pupils.	9	2	9	2	10	2	166	33	308	61	1.5	0.8
	Average Mean											**1.8**	**0.8**

Source: Primary data

The first item on teachers' performance in public primary schools was stated as: ''Teachers always come by 7:30am at school''. The findings in Table 4.21 reveal that 0.2% strongly agreed, 3.4% agreed, 1.2% were undecided, 46.0% disagreed and 49.2% strongly disagreed. The respondents' scored mean value was 1.59 and the standard

deviation was .702. The findings imply that majority of the respondents (95.2%) disagreed with the statement that teachers come by 7:30am to schools in Bugisu sub-region. The scored mean value of 1.59 implies that teachers' time for reporting to school for work in public primary schools in Bugisu sub-region was not satisfactory.

The second sub-construct stated: there is schemes of work by the first day of the term. The findings in Table 4.21 revealed that 2.0% strongly agreed, 5.0% agreed, 11.6% disagreed, 81.5% strongly disagreed. The scored mean value for this item was 1.45 and the standard deviation was .875. Therefore, it means that the majority of the respondents disagreed that there are schemes of work by the first day of the term and the scored mean value of 1.34 means that teachers' performance in terms of having made schemes of work by the first day of the term was not satisfactory.

As regards the third sub-construct, i.e. teachers prepare lessons daily, Table 4.21 revealed that 2.8% strongly agreed, 7.4% agreed, 0.8% were undecided, 10.6% disagreed, and 78.5% strongly disagreed. The scored mean value for this sub-construct was 1.45 and the standard deviation was 1.021. The implication is that the majority of the respondents (89.1%) disagreed with the statement that teachers prepare lessons daily. The respondents' scored mean value of 1.45 means that teacher performance in public primary schools in Bugisu sub-region was not satisfactory.

The fourth sub-construct stated: ''Teachers always come with lesson plans in class'' and the findings in Table 4.21 revealed that 2.6% strongly agreed, 8.8% agreed, 0.4% were undecided, 46.0% disagreed, and 42.2% strongly disagreed. The scored mean value was 1.83 and the standard deviation was .992. Therefore, it means that most respondents

(88.2%) disagreed with the statement that teachers always come with lesson plans in class. The scored mean value indicates that teachers' performance in public primary schools in Bugisu sub-region in terms of always going to class with lesson plan was not satisfactory.

Table 4.21 also reveals that on the issue of teachers always using lesson plans in class, 3% strongly agreed, 9% agreed, 0.8% were undecided, 53.2% disagreed, 34.1% strongly disagreed. The respondents' scored mean value was 1.94 and standard deviation was .987. The indication is that the majority of the respondents (87.3%) disagreed with the statement that teachers always use lesson plans in class. The respondents' scored mean value of 1.94 indicates that teachers' performance in public primary schools in terms always using lesson plans in class was not satisfactory.

Furthermore, the sixth sub-construct was stated as ''Teachers are always present at school supervising all school activities'' and the findings in Table 4.21 indicate that 0.4% strongly agreed, 0.6% agreed, 52.2% disagreed, 46.2% strongly disagreed. The respondents' scored mean value was 1.57 while the standard deviation was .585. This implies that the majority of the respondents (98.4%) disagreed with the statement that teachers are always at school supervising school activities. The scored mean value of 1.57 implies that teachers' performance in terms of always being present at school supervising all school activities in Bugisu sub-region was not satisfactory.

The seventh item concerned active teachers' involvement in co-curricular activities in school. Table 4.21 reveals that 1.0% strongly agreed with the statement, 3.2% agreed, 4.0% were undecided, 31.5% disagreed and 60.4% strongly disagreed. The respondents'

scored mean value was 1.53 and the standard deviation was .801. The findings imply that the majority of the respondents (91.9%) disagreed with the statement that there is active teacher involvement in co-curricular activities. The respondents' scored mean value of 1.53 implies that active teacher involvement in co-curricular activities in public primary schools in Bugisu sub-region was not satisfactory.

As regards efficient teacher management of pupils' discipline at school, Table 4.21 reveals that 1.2% strongly agreed, 9.0% agreed, 2.0% were undecided, 64.5% disagreed, and 23.3% strongly disagreed. The respondents' scored mean value was 2.00 and the standard deviation was .849. The findings mean that the majority of the respondents (87.8%) disagreed with the statement that there is efficient teacher management of pupils' discipline at school. The scored mean value of 2.0 implies that teachers' performance in terms of management pupils' discipline in public primary schools was fairly satisfactory.

When it came to regular attendance to all lessons by all teachers at school, the findings in Table 4.21 reveal that 0.8% strongly agreed, 0.8% agreed, 1.4% were undecided, 71.5% disagreed, and 25.5% strongly disagreed. The respondents' scored mean value was 1.80 and the standard deviation was .577. The findings imply that the majority of the respondents (97%) disagreed with the statement that there is regular attendance to all lessons by all teachers at school. The scored mean value of 1.80 implies that regular teacher attendance to all lessons in public primary schools in Bugisu sub-region was not satisfactory.

Table 4.21 also reveals that on the item of regular assessment of pupils through tests by teachers, 1.2% strongly agreed, 4.6% agreed, 0.6% were undecided, 60.6% disagreed and 33.1% strongly disagreed. The respondents' scored mean value for this item was 1.80 the standard deviation was .768. Therefore, it implies that majority of the respondents (93.7%) disagreed with the statement that there was regular assessment of pupils through tests. The scored mean value implies that teachers' performance in terms of regular assessment of pupils through tests in public primary schools in Bugisu sub-region was not satisfactory.

Responses were also sought on the question of efficient counselling and guidance of pupils by teachers at school, and Table 4.21 reveals that 3.6% strongly agreed, 6.6% agreed, 1.0% were undecided, 52.0% disagreed, and 36.9% strongly disagreed. The respondents' scored mean value for this item was 1.88 and the standard deviation was .976. This indicates that most respondents (88.9%) disagreed with the statement that there is efficient counselling and guidance of pupils by teachers at school. The respondents scored mean value of 1.88 implies that teachers' performance in terms of counselling and guiding pupils in public primary schools in Bugisu sub-region was not satisfactory.

On the question of teachers' maintenance of pupils records properly (e.g. registers, academic progress records), Table 4.21 indicates that 4.0% strongly agreed, 15.5% agreed, 37.6% were undecided, 33.1% disagreed, 9.8% strongly disagreed. The respondents' scored mean value was 2.71 and the standard deviation was .976. The findings imply that the majority of the respondents (42.9%) disagreed with the statement that teachers maintain pupils records properly while a substantial number (37.6%) were undecided on this item.

The scored mean value of 2.71 implies that teachers' maintenance of pupils' records in public primary schools in Bugisu sub-region was fairly satisfactory.

Table 4.21 also reveals that the item concerning the turn-up of teachers in staff meetings being high, Table 4.21 reveals that 0.4% strongly agreed, 41.2% agreed, 3.8% were un-decided, 30.3% disagreed, 24.3% strongly disagreed. The respondents' scored mean value was 2.63 and the standard deviation was 1.253. Therefore, it implies that 41.6% of the respondents agreed while 54.6% disagreed with the statement that the turn-up of teachers in staff meetings was high. The respondents' scored mean value of 2.63 implies that teacher turn-up in staff meetings in public primary schools in Bugisu sub-region was fairly satisfactory.

When it came to item number fourteen, i.e. "there is effective teacher participation in staff meetings", Table 4.21 reveals that 4.4% strongly agreed, 29.1% agreed, 28.9% were undecided, 28.3% disagreed, and 9.4% strongly disagreed. The respondents' scored mean value was 2.91 and the standard deviation was 1.057. The findings show that while 33.5% agreed, 37.7% disagreed. The number of those who agreed was almost equal to the number of those disagreed. The scored mean value of 2.91 implies that teacher participation in meetings in public primary schools in Bugisu sub-region was fairly satisfactory.

When it came to teachers always maintaining a record of work covered, Table 4.21 revealed that 2.0% strongly agreed, 18.7% agreed, 35% were undecided, 29.5% disagreed, and 14.3% strongly disagreed. The respondents' scored mean value was 2.65 and the

standard deviation was 1.006. The findings mean that 20.7% agreed while 43.8% disagreed. A substantial number (35%) was undecided on this item. The scored mean value of 2.65 implies that teachers' maintenance of record of work covered was fairly satisfactory.

In the same Table 4.21, it is revealed that on the sixteenth item, i.e. "the head teacher is always at school supervising school activities", 1.4% strongly agreed, 0.4% agreed, 1.4% were undecided, 20.5% disagreed, 76.3% strongly disagreed. The scored mean value was 1.30 and the standard deviation was .656. The findings imply that the majority of the respondents (96.6%) disagreed with the statement that the head teacher was always at school supervising school activities. The scored mean value of 1.30 implies that the performance of head teachers in terms of being at school supervising school activities in public primary schools in Bugisu sub-region was not satisfactory.

It is also evidenced in the same Table 4.21 that on the item concerning teachers marking pupils' work given in class, 0.8% strongly agreed, 1.6% agreed, 8.8% were undecided, 25.5% disagreed, 63.3% strongly disagreed. The respondents' scored mean value was 1.51 and the standard deviation was .786. The results show that the majority of the respondents (88.8%) disagreed with the statement that teachers mark pupils' work given in class. The scored mean value of 1.51 implies that teachers' performance as regards marking pupils' work given in class in public primary schools in Bugisu sub-region was not satisfactory.

As regards the eighteenth sub-construct, i.e. "teachers in this school conduct remedial lessons for slow learners", Table 4.21 reveals that 19.7% disagreed, and 80.3% strongly

disagreed. The respondents' scored mean value was 1.20 and the standard deviation was .398. Therefore, it implies that all the respondents disagreed with the statement that teachers conduct remedial lessons. The scored mean value of 1.20 implies that teachers' performance in terms of conducting remedial lessons for slow learners in public primary schools in Bugisu sub-region was not satisfactory.

The second last sub-construct was stated as, ''teachers always use pupil-centred teaching methods in their classes'' and Table 4.21 reveals that 2.0% strongly agreed, 1.6 agreed, 46.6% disagreed, and 49.8% strongly disagreed. The respondents scored mean value was 1.56 and the standard deviation was .632. Therefore, it means that the majority of the respondents (96.4%) disagreed with the statement. The scored mean value of 1.56 implies that teachers' performance in terms of using pupil-centred teaching methods in their lessons in public primary schools in Bugisu sub-region was not satisfactory.

The last sub-construct concerned teachers creating a friendly learning environment for their pupils. Table 4.21 reveals that 1.8% of the respondents strongly agreed, 1.8% agreed, 2.0% were undecided, 33.1% disagreed, and 61.4% strongly disagreed. The scored mean value was 1.50 and the standard deviation was .783. Hence, it implies that the majority of the respondents (94.5%) disagreed. The respondent scored mean value of 1.50 implies that teachers' performance in terms of creating a friendly learning environment for their pupils in public primary schools in Bugisu sub-region was not satisfactory.

To conclude, Table 4.21 reveals the respondents' scored average mean value on the status of teachers' performance in public primary schools in Bugisu sub-region as 1.835 while the standard deviation was .834. The implication is that the status of teachers'

performance in public primary schools in Bugisu sub-region was not satisfactory and there was no much variation in the responses.

To triangulate these quantitative data from the questionnaires that were administered to teachers and school management committee members, structured interviews were conducted with the head teachers, district inspectors of schools, DEOs and staff of directorate of education standards.

When asked to comment on whether teachers in public primary schools reported to their schools by 7:30 am, most head teachers (44/49) indicated that teachers reported to school by 8:00 am. But most of them arrived late whenever it rained. They however indicated that most of them also left by 4:00 pm. The district inspectors of schools and the DEOs had the same views about teachers' time management. But one DEO of district X also pointed out that early departure from school was more pronounced during the time when government paid salary as teachers had to travel to banks to collect their pay.

When the researcher asked about schemes of work being made by the first day of the term, all head teachers said that it was difficult to have schemes on the first day of the term because schools usually receive scholastic materials late. It was indicated that it was difficult to enforce this guideline due to delayed acquisition of scholastic materials used to scheme.

When this same issue was raised with the DEOs and DISs, they agreed that on most occasions, finances were realized late by the ministry. The DEO of district X said: ***''We know that money comes late but we encourage our head teachers to work out with***

school suppliers to provide scholastic materials as they wait for the money. There should be no excuse for the delay in scheming by the teachers.''

The staffs of the DES were also of the same view. They indicated that most teachers made schemes of work in the second week of the term as opposed to making them during holidays and submit on the first day of the term.

Asked whether all teachers were always at school supervising all school activities, the responses of the head teachers revealed that there was a lot of absenteeism in public primary schools in Bugisu sub-region. For example head teacher BH15 said: ***''It is very difficult to have all teachers present in our schools. We have agreed with my staff that one member is off every day as a way of motivating them and minimizing absenteeism''*** Asked if this was not illegal, the head teacher said ''***what can I do when the teachers come from very far yet this method has helped in reducing dodging by the teachers.***''

When the researcher asked if the DEO or the DIS was aware about this arrangement, he was informed that this was a secret arrangement. The DEOs and the DISs were not aware of this happening in the school. But they were aware of the high rate of absenteeism in the schools especially during market days, rainy season, during the time for co-curricular activities and at the time of salary by the government. The researcher did not find all teachers present in any of the schools where he conducted the interviews.

When asked whether teachers in public primary were very keen with regard to their professional duties, the DEO of district W remarked: ***''Times have changed. Our teachers are more interested in money and not their professional work. They want be***

become rich in a short time and they compare themselves to other civil servants who may be earning more than them. This has forced them to acquire multiple loans from various financial institutions. They look at servicing the many loans as a burden, get frustrated and end up with a negative attitude towards teaching. The main reason for the multiple loans is the desire to construct their own houses, pay fees for their children in expensive private schools, and for some of them in universities.''

Asked how this could be addressed, the DEO suggested: ***''There is need to improve the quality of UPE schools to have children of teachers study in these schools which are not very expensive, we need to guide and counsel teachers about the dangers of multiple borrowing and encourage them to save and borrow from teachers' SACCOs at lower interest rates as compared micro- finance institutions and private money lenders.''***

The views of the staff of DES, DEO of district X and the DIS were not any different from those of the above-mentioned DEO. They also observed that most teachers had a negative attitude towards teaching and were not performing their duties as expected as regards discipline management, guidance and counselling, supervision of co-curricular activities and organizing remedial lessons for slow learners.

4.5. Model Summary

A hierarchical regression analysis was performed to determine the contribution of each of the independent variables to the variation in teachers' performance in public primary schools in Bugisu sub-region. The findings are presented in Table 4.22.

Table 4.22: Hierarchical Regression model for Teachers' Performance

Model Summary

Model	R	R Square	Adjusted R Square	Change Statistics		
				R Square Change	F Change	Sig. F Change
1	.122[a]	.015	.013	.015	7.594	.006
2	.395[b]	.156	.153	.141	83.444	.000
3	.395[c]	.156	.151	.000	.073	.787
4	.395[d]	.156	.149	.000	.017	.896
5	.443[e]	.197	.188	.040	24.874	.000

a. Predictors: (Constant), Provision of Housing

b. Predictors: (Constant), Provision of Housing, Provision of Meals

c. Predictors: (Constant), Provision of Housing, Provision of Meals, Provision of Medical Care

d. Predictors: (Constant), Provision of Housing, Provision of Meals, Provision of Medical Care, Provision of Allowances

e. Predictors: (Constant), Provision of Housing, Provision of Meals, Provision of Medical Care, Provision of Allowances, School Environment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.875	.094		20.027	.000
	Provision of Provision of Housing	.201	.073	.122	2.756	.006
2	(Constant)	.479	.176		2.727	.007
	Provision of Housing2	.317	.069	.193	4.611	.000
	Provision of Meals2	.682	.075	.382	9.135	.000
3	(Constant)	.452	.202		2.235	.026
	Provision of Housing2	.318	.069	.194	4.615	.000
	Provision of Meals2	.676	.077	.379	8.762	.000
	Provision of MedicalCare	.021	.078	.012	.271	.787
4	(Constant)	.470	.246		1.911	.057
	Provision of Housing	.320	.070	.195	4.566	.000
	Provision of Meals	.677	.077	.380	8.746	.000
	Provision of Medical Care	.021	.078	.011	.266	.790
	Provision of Allowances	.014	.107	.005	.130	.896
5	(Constant)	.326	.242		1.345	.179
	Provision of Housing	.099	.081	.060	1.217	.224
	Provision of Meals	.645	.076	.362	8.497	.000
	Provision of Medical Care	.035	.077	.019	.460	.646
	Provision of Allowances	.097	.106	.038	.914	.361
	School Environment	.313	.063	.246	4.987	.000

Source: Primary data

Model 1 as clearly seen in Table 4.22 included provision of housing which was found to have a significant effect on teachers' performance (Beta = .122, $p< 0.01$). These results imply that the more teachers are provided with housing the better their performance will get. The contribution of housing to the performance of teachers in public primary schools in Bugisu sub region is approximately 1.5% (R Square change = 0.015). The contribution was found to be significant at 1% level (F change = 7.594, $p \leq 0.01$). This means that an improvement in the provision of housing will more likely lead to a significant improvement in teachers' performance in public primary schools in Bugisu sub-region.

Model 2 included provision of meals which was found to have a significant effect on teachers' performance (Beta = .382, $p< 0.01$). These results imply that the more teachers are provided with meals at school, the better their performance will get. The contribution of meals to the performance of teachers in public primary schools in Bugisu sub-region is approximately 14% (R Square change = 0.141). The contribution was found to be significant at 1% level (F change = 83.444, $p \leq 0.01$). This means that an improvement in the provision of meals will more likely lead to a significant improvement in teachers' performance in public primary schools in Bugisu sub-region. When meals were added to the provision of housing as can be seen in Table 4.22 in model 2, the Beta for housing changed from .122 to .193. This implies that if housing and meals are jointly provided to teachers, then their effect will more likely be better than when only one is provided.

Model 3 involved provision of medical care to teachers' which was found not to have a significant effect on teachers' performance (Beta = .012, $P> 0.05$, F change=.073). This means that an improvement in the provision of medical care will most likely not lead to a

significant improvement in teachers' performance in public primary schools in Bugisu sub-region.

Model 4 was concerned with provision of allowances to teachers' which was found not to have a significant effect on teachers' performance (Beta = .005, P> 0.05, F change=.017). This means that an improvement in the provision of allowances will most likely not lead to a significant improvement in teachers' performance in public primary schools in Bugisu sub-region.

Model 5 was in respect of the school environment which was found to have a significant effect on teachers' performance (Beta = .246, p< 0.01). These results imply that the more teachers are provided with housing the better their performance will get. The contribution of housing to the performance of teachers in public primary schools in Bugisu sub-region is approximately 4% (R Square change = 0.40). The contribution was found to be significant at 1% level (F change = 24.784, $p \leq 0.01$). This means that an improvement in the school environment will most likely lead to a significant improvement in teachers' performance in public primary schools in Bugisu sub-region.

CHAPTER FIVE
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the earlier chapters, the discussion of study findings, conclusions as well as the recommendations made by the researcher that could draw the attention of various education stakeholders in Bugisu sub-region to improve the quality of public primary education through improved teacher welfare and performance.

5.2. Summary of the Chapters

The summary of the earlier four chapters of the study is presented in this section. The study unfolds with chapter one entitled 'Introduction'. The chapter presented the background to the study in which the historical, theoretical, conceptual and contextual perspectives of welfare and performance were examined. This was followed by statement of the problem, the purpose of the study, objectives of the study, research questions, the conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions. The main objective of the present research was to establish the effect of welfare on the performance of public primary school teachers in Bugisu sub-region in Uganda.

The study was informed by Fredrick Herzberg's (1959) Two Factor theory and Abraham Maslow's need hierarchy theory (1954). Fredrick Herzberg Two factor theory states that there are certain factors in the work place that can cause job satisfaction while others cause dissatisfaction. Herzberg divided the factors into motivating and hygiene factors.

The motivating factors are strong contributors of job satisfaction and include things like challenging work, recognition and responsibility (Nairuba, 2011). The hygiene factors however, are not strong contributors of job satisfaction but must be present to meet workers' expectations and prevent job dissatisfaction. Hygiene factors include things like provision of employee accommodation, break tea, lunch, and medical support to ensure that an employee is not dissatisfied and ultimately promote effective employee performance (Namuddu, 2010).

Abraham Maslow claimed that people can only be healthy and properly adjusted when their basic needs are met. He categorized human needs in five different types which, he argued, are triggered in a hierarchy from the lowest to the highest level. Maslow categorized the lowest needs as physiological needs that specifically satisfy fundamental biological drives such as water, food, air to breathe, shelter and sleep. This is followed by safety needs. After the first-level needs have been satisfied, then the next level of safety needs is triggered. The second level is concerned with an environment that is physically safe and secure from harm, danger and assurance for tomorrow.

The third level comprises social needs. After satisfaction of physiological and safety needs, social needs are activated. Social needs are concerned with the desire for love, affection and belongingness. Once physiological, safety and social needs have been satisfied, the need for self-esteem is activated. The need for self-esteem is concerned with the desire to gain respect and approval by others. Maslow claimed that the highest level of needs is self-actualization. After all the first four needs have been satisfied, people strive for self-actualization. People desire to become all that they are capable of becoming by performing at their maximum levels.

Findings have revealed that welfare contributes to variation in teachers' performance in public primary schools in Bugisu sub-region. This implies that whereas Herzberg's two factor theory and Abraham Maslow's need hierarchy theory may have limitations, they are still relevant to management as far as employee welfare is concerned.

The second chapter entitled 'Literature Review' looked into related studies conducted by various researchers on welfare and teachers' performance. The literature review included a theoretical review, conceptual review; and the rest of the review was organized according to the study objectives. The review of literature highlighted related studies done on welfare and teachers' performance and what makes the present study different from studies conducted by other researchers was pointed out. From the literature reviewed, it was evident that provision of teachers' housing, food, medical care, allowances, the school environment and overall teachers' welfare are vital in enhancing teachers' performance. The literature reviewed proved that research on the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region in Uganda was found to be inadequate. Hardly were any studies found to have been done to establish the effect of welfare on teachers' performance in public primary schools, more so in Bugisu sub-region. The researcher therefore carried out research to establish the effect of welfare on the performance of public primary school teachers in Bugisu sub-region, in order to augment the field and inform policy.

This was followed by chapter three which comprised the details on the research methodology. The chapter was a description of the various sub-sections that constituted the methodology adopted by the researcher in executing the study along with the

justifications behind them. It looked into the research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods, data collection instruments, pre-testing (validity and reliability), procedure of data collection, data analysis, measurement of variables, ethical considerations and limitations. A descriptive cross-sectional survey research design was adopted with both qualitative and quantitative approaches as a way of triangulating and enhancing the quality of the findings. Data collection was done using questionnaires, interview guides and an observation checklist. Quantitative data was analyzed using SPSS computer software (Version 20) while qualitative data analysis was done through thematic content analysis.

Chapter four was titled 'Presentation, analysis and interpretation of study findings'.

The chapter started with the presentation, analysis and interpretation of the demographic characteristics of the respondents and correlation to establish the association between welfare and teachers' performance. This was followed by descriptive statistics about the findings on the status of teachers' housing, meals, medical care, allowances, school environment, teachers' performance, principal component analysis, regression analysis. The findings from the interview with head teachers, district inspectors of schools and district education officers on the effect of welfare on the performance of teachers in public primary schools in Bugisu sub-region were also presented in this chapter.

The main findings of this chapter brought to light the effect of welfare on teacher performance in public primary schools in Bugisu sub-region. The main findings were as follows:

1. Housing teachers was found to have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region.

2. Provision of meals at school was found to have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region.

3. Provision of medical care at school was found not to have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region.

4. Allowances were found not to have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region.

5. The school environment was found to have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region.

5.3. Discussion of Study Findings

This section focuses on the discussion of the research findings in relation to the objectives and research questions of the study that were stated in chapter one and previous studies that were reviewed in chapter two. The discussion is presented objective by objective.

5.3.1. Housing and Teachers' Performance in Bugisu sub-region

The first objective of the study was to establish the effect of housing teachers on the performance of public primary school teachers in Bugisu sub-region. The first research question, as noted earlier, was framed as: How does the provision of quality housing affect the performance of public primary school teachers in Bugisu sub-region?

Findings revealed that housing had a statistically significant positive effect on teachers' performance in public primary schools in Bugisu sub-region. The findings are consistent with previous studies done by Akinmoladun and Oluwoye (2007), who argued that universally, housing is the second most important human need after food and it is more

than shelter as it provides investment opportunities, offers shelter and improves on an employees' social and cultural status.

As indicated in chapter four, one member of the staff of DES observed: ***''You cannot expect a teacher who has been walking a very long distance to be very effective in his or her work. Definitely lack of enough teachers' houses in this district has contributed to poor teacher performance in terms of late-coming, absenteeism, discipline management and ultimately poor results at national level.''*** The revelation is in tune with findings by Souza (2009), Krishna and Aquina (2004) and Tweheyo (2008) who posit that housing teachers was 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 teacher's status. Unfortunately, schools in Bugisu sub-region do not have enough teachers' houses and do not rent houses for their teachers. This may account for late coming among public primary schools in Bugisu sub-region.

The findings are consistent with studies done by Drucker (2010), Odeku and Odeku (2014) who opine that welfare gives workers an environment to breathe an air of growth and development and think constructively to improve the relationship between teachers and management and also increase productivity.

The findings in Table 4.9 about the status of housing teachers in Bugisu sub-region are buttressed by Nhlabatsi and Dlamini (2015) who found out that SNHB was still struggling to deliver on its mandate and the housing prices were still high as those of the private

sector in Swaziland. As indicated in Table 4.8, schools in Bugisu sub-region are still struggling to have even most moderate housing for teachers. The DEO of district W said: ***''Sincerely speaking, this district is constrained with teachers' housing. There are hardly any school staff houses to speak of. Teachers have to find their own accommodation. We are a rural district that is also poor and only depend on funds from the government; parents cannot afford to rent houses for teachers who come from far. The schools are also located in hard-to-reach areas especially in the upper part of the district. Therefore housing teachers has an effect on the performance of their duties."***

The view of one of the DEO of district X on housing teachers in Bugisu sub-region as indicated in chapter fourthat ***''Housing is a serious motivator when it comes to teachers' performance. It makes the teachers respected by the community and it also gives the teachers some comfort in their work''*** is supported by findings of Kitunga (2009), Manzini and Gwandure (2011) who have asserted that if employees are given adequate housing, properly fed, treated fairly and if their conditions are congenial, then their performance will be high.

Findings from Table 4.9 corroborate the UN-HABITANT Report (2015) which revealed that housing was still beyond the reach of most members of the teaching profession and many families did not afford basic and decent formal housing. The findings are also in tandem with findings by Lyimo (2014) in a study on teachers' payments in secondary schools in Moshi, Tanzania, which established that there was lack of adequate teacher housing which had forced many of them to stay away from school in rented houses and they were dissipating their energies on second jobs and moonlighting.

The findings are also buttressed by Ikenyiri and Ihua-Maduenyi (2011) who found out that enhancement of rent allowances (Housing) was a strong predictor of teachers' effectiveness in Rivers State primary schools in Nigeria. Similar to the findings is the work of Adelabu (2005) in Nigeria which found out that the majority of teachers did not receive housing loans and this had de-motivated them in the performance of their work. Findings in Table 4.8 corroborate Kadzamira (2006) who studied teacher motivation and incentives in Malawi where he discovered inadequate housing for both primary and secondary school teachers within commuting distance from most schools. The findings are in line with Mulkeen (2005) who posits that there is a strong relationship between housing in an area and presence of teachers and their retention.

The findings are also supported by Ariko and Athuon (2012) who argued that teacher transfer requests could be minimized in secondary schools in Suba District in Kenya if electricity and housing were made available to teachers. This is in tune with Head teacher SH17 who said: ***''Housing has a bearing on teachers' performance. When teachers stay in school or near the school, they will come early, leave late, and will be available to guide and counsel the pupils on discipline and academic work. The time they spend walking would be saved to make their lesson plans and do the scheming, mark pupils exercise books or even rest or be involved in co-curricular activities. It is a pity that this does not happen and the district bosses don't seem to be concerned.''***

The findings in chapter four in Table 4.9 indicated that where there are a few houses, some teachers are interested in their work and this is one of the reasons most of them resist transfers to schools which are far away from their home villages. They prefer to work near

their home villages so that they stay in their own houses and attend to their gardens and livestock from which they earn extra income. The findings in both Tables 4.9 and 4.22 were found to be in tune with both local and international empirical studies related to the effect of housing on teachers' performance in Bugisu sub-region.

5.3.2. Provision of Meals and Teachers' Performance in Bugisu sub-region

The second objective of the present research was to establish the effect of providing teachers with meals at school on the performance of public primary school teachers in Bugisu sub-region. The second question was framed as: How does the provision of meals to teachers in public primary schools in Bugisu sub-region affect their performance?

Findings in chapter four revealed that provision of meals to teachers had a statistically significant positive effect on teachers' performance in public primary schools in Bugisu sub-region.

This is in tandem with Pettigrew, Pescud and Donovan (2012) who have argued that parents and school-based stakeholders (principals, teachers, canteen managers and parents) were supportive of potential expansions to new school food policy in Australia.

The findings in Table 4.13 corroborate a study by Danquah, Amoah and Obisaw (2013) in Atwima-Nwabiaga District, Ghana, who recommended more effort in designing intervention programmes to enhance the quality of meals the pupils consume and more emphasis put on nutritional education in primary schools.

The findings are also in tune with findings by Ikenyiri and Ihua-Maduenyi (2011) who established that prompt payment for food and clothing were a statistical predictor of teachers' effectiveness. Similarly, findings by Stuijvenberg (2005) in South Africa revealed that for children to realize their full mental and physical potential to perform to

their best at school, both short-term and hidden hunger needs had to be addressed. Whereas the study was in South Africa and was about children, as revealed in Table 4.13, teachers in Bugisu sub-region equally have hunger needs that must be addressed for them to have mental and physical strength to perform their duties as educators.

The findings are also buttressed by Gulled (2011) who has argued that there is a strong relationship between school feeding programme and pupil access and retention in primary schools in Wajir District in Kenya. This is also true for teachers in Bugisu sub-region as was noted by Head teacher SH14 who said, ***''This school is unique from other schools in the district. This school is both day and boarding. It is also one of the oldest schools not only in the district but also in the country. Therefore teachers in this school receive both break tea and lunch. They get lunch at the same time with the pupils in the boarding section of the school. Teachers in this school are happy with this arrangement. Most teachers in the district would like to be transferred here because of good welfare for staff. You can see them in the staff room doing their work. They arrive here early and leave late because all is well including my management. Their only problem is the low salary by the government.''***

All head teachers interviewed agreed that schools in Bugisu sub-region did not have an official feeding policy for teachers. The DEOs and DISs who participated in this study were also in agreement with this view. As noted earlier, the DEO of district W remarked that, ***''There is no official policy in the district in regard to food support systems but this is something we may think about in the future. Some of our schools have some land on which teachers' food may be grown. Currently, some of this land is used by teachers to***

grow their crops for their families and not to be consumed at school. Some head teachers even hire it out to locals while others have given it to school management committee members who use it for their private gain. For our biggest and oldest school in the district which is also partly boarding, the story is different. The land in that school is used to grow food for the children and the teachers even when the teachers have been given some portions to grow their own private crops. As regards food rations, our teachers do not receive any food rations. School budgets do not cater for this type of arrangement.''

Most teachers indicated that they made personal contributions for their meals at school implying that feeding affects teachers' performance. This is in agreement with findings in Table 4.22 which show that provision of food at school has a statistically significant effect on teachers' performance.

The findings in Tables 4.13 and 4.22 were found to be in tune with both local and international empirical studies related to the effect of feeding on teachers' performance in Bugisu sub-region. The findings have revealed that teachers in public primary schools in Bugisu sub-region contribute to their meals at school. Lack of provision of meals to teachers at school contributes to absenteeism and ultimately poor teachers' performance. The status of teachers' performance in public primary schools in Bugisu region was not satisfactory and this is related to the status of their feeding.

5.3.3. Provision of Medical care and Teachers' performance in Bugisu sub-region

The third objective of the study was to examine the effect of providing teachers with medical care on the performance of public primary school teachers in Bugisu sub-region. The third question was framed thus: How does the provision of medical care to public primary school teachers in Bugisu sub-region affect their performance?

Provision of medical care at school was found not to have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region. The revelation is in tune with Odhon'g and Omolo (2015), Khan and Aleem (2015), Lyimo (2014), and Konu and Rimpela (2002) who have asserted that provision of medical care is a concern of all education stakeholders all over the world. It is a concern for mental and physical health of teachers which affects their performance as educators. As indicated in Table 4.15, public primary schools in Bugisu sub-region neither employ school nurses nor do they pay teachers' medical bills. As noted earlier, this was confirmed by some head teachers. For example, Head teacher SH24 said, ''***We do not provide first aid to teachers. Teachers cater for their own medical care.''***

In like vein, Head teacher MH 47 remarked: ***''My school does not provide medical care for teachers. But we have a first aid box for the children but it is not well stocked. It only has some sanitary towels and panadol. Our teachers cater for their own treatment because we do not have a budget for teachers' medical care.''***

The state of affairs has left teachers' morale in public primary schools very low and it accounts for their unsatisfactory performance as seen in Table 4.21.

The findings are further supported by Businge and Nakajubi (2014) who posit that teachers' health is a critical factor in the provision of quality public primary education in

developing countries. The findings are supported by Rwabushaija (*New Vision,* 2016, March 13, p.6) who argued that, ‘‘It ***is obligatory for an employer to ensure health, safety and welfare of the persons at the workplace. Employers must take measures to keep the workplace pollution free, by employing technical measures, and ensure that workers get the necessary medical treatment when they sustain injuries at the workplace.’’*** However, public primary school budgets in Bugisu sub-region for first aid and medical care were too small to cater for the teachers and the pupils. Schools can only afford pain killers and support for making a few local sanitary towels for the girl child. Providing medical care to teachers and the pupils can improve teachers' performance greatly as it would minimize absenteeism of both the girl child and the teachers. If government improved budgets for public primary schools, provided a nurse for every school and first aid facilities and drugs, then teachers and pupils in public primary schools in Bugisu sub-region would perform better.

The findings are further supported by Khan and Aleem (2015) who argued that Pakistan was facing many problems in providing health facilities which had affected job satisfaction levels and led to employee turnover. Given the status of teachers' medical care in public primary schools in Bugisu sub-region and their performance, it is possible to deduce that teachers are de-motivated and their job satisfaction levels are low.

The findings are consistent with Glewwe (2005) who found a sizeable and statistically significant impact of child health on educational outcomes. While this study was on child health, it compares well with teachers' health and performance. When teachers' health is good then their performance as educators is likely to be good. The results are consistent

with Chaudhury et al (2004) who posit that poor health of teachers and frequent illness were responsible for teacher absenteeism in most schools in Sub-Saharan Africa and India. The findings are in consonance with findings by Ikenyiri and Ihua-Maduenyi (2011) which revealed that provision of medical and entertainment allowances were a great contributor to teachers' effectiveness in class in primary schools in Omoku Rivers State in Nigeria. The implication here is that if teachers in public primary schools in Bugisu sub-region were to receive medical care, then their performance would be much better.

The findings are affirmed by Mulkeen (2005) who posits that poor health is a common reason given by teachers for early transfer; as ill teachers request to be posted to urban centres to allow them access to medical services and that lack of medical facilities had made rural postings less attractive to teachers. As indicated in Table 4.15, the status of medical provision to teachers in public primary schools in Bugisu sub-region was unsatisfactory and their performance as seen in Table 4.21 was also unsatisfactory. This means that teachers' medical care has an effect on their performance in Bugisu sub-region. As indicated earlier, this compares well with previous international and local studies.

The findings in Table 4.15 are inconsistent with MOES (2013) which indicates that permanent teachers, their spouses and children are provided free medical and dental attention which includes consultation, drugs and surgery in government health facilities. While the ministry indicates that they are provided free medical attention from government health centres, the reality is that such services are not available to teachers in Bugisu sub-region. As indicated in Table 4.21, this accounts for the current unsatisfactory teachers' performance in public primary schools in Bugisu sub-region.

5.3.4. Allowances and Teachers' Performance in Bugisu sub-region

The fourth objective of the study was to investigate the effect of providing allowances on the performance of public primary school teachers in Bugisu sub-region. The fourth question as noted earlier was framed as: How does the provision of allowances to public primary school teachers in Bugisu sub-region affect their performance?

As indicated in Table 4.22, allowances were found not to have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region. The findings are inconsistent with qualitative findings from the DEOs and head teachers who indicated that allowances could make teachers organize remedial lessons, set and mark tests, attend staff meetings more regularly and organize more guidance and counselling meetings with the pupils. According to the DEOs, allowances have a positive effect on teachers' performance. The district inspectors of schools also had the same view as the DEOs as regards the effect of allowances on teachers' performance in public primary schools. The qualitative findings are supported by Ikenyiri and Ihua-Maduenyi (2011) who posit that transport allowance is a strong predictor for teacher effectiveness in class in Nigeria.

The findings in Table 4.17 are inconsistent with MOES (2013) which posits that allowances are some of the fringe benefits teachers are supposed to earn while performing their duties as educators. In its report (2013) MOES revealed that appointed teachers are entitled to several allowances such as: hardship allowance, travel allowance and others. Hardship allowance of 30% of the basic monthly salary is given to teachers in hard-to-

reach areas. Hardship allowance is part of the national wage package. The hard-to-reach areas are those places characterized by remoteness, insecurity and poor infrastructure such that it is difficult to attract and retain teachers in those areas. Travel allowances include safari day allowance (per diem) and transport. Extra duty allowances in form of acting allowances, duty allowance, honoraria, sitting allowance normally paid during staff meetings and overtime allowance. The present research has established that teachers in public primary schools in Bugisu sub-region do not receive such allowances. As Head teacher MH3 stated, ‘‘***There are no allowances for marking tests and remedial lessons. Our parents are opposed to the issue of allowances arguing that the government has told them that primary education is free. ’’***

However, the findings are supported by Awan and Asghar (2014) who have argued that there is a significant positive relationship between job salary package, job security and the reward system and employees' job performance in the banking sector in Pakistan.

From Table 4.17 it is clear that teachers in public primary schools in Bugisu sub-region in Uganda do not receive allowances for discipline, counselling and guidance, staff meetings, remedial lessons and marking tests. The findings are similar to findings by Lyimo (2014) who established that teachers in secondary schools in Moshi District in Tanzania were not receiving their allowances and this had negatively affected their living conditions and motivation. However, this is inconsistent with the present research which has revealed that whereas the teachers did not receive allowances, it did not have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region to justify stand-alone policy intervention.

The findings in Table 4.17 are further buttressed by Selemani-Meke (2013) who argued that teachers in Malawi were getting poor allowances during their continuing professional development programmes. But while this had negatively affected teachers' motivation to effectively implement what they learn at school, in the present research, allowances have been found to have no statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region.

The findings in Table 4.17 are in tandem with findings by Nairuba (2011) who posits that fringe benefits like allowances and recognition depend on availability of funds and managements' perception. However, whereas her study found a weak relationship between motivational practices and teachers' performance in secondary schools in Jinja District in Uganda, the present research, as indicated in Table 4.22, has established that allowances did not have a statistical effect on teachers' performance in public primary schools in Bugisu sub-region.

5.3.5. School environment and Teachers' Performance in Bugisu sub-region

The fifth objective of the present research was to establish the effect of the school environment on the performance of public primary school teachers in Bugisu sub-region. The fifth question of the present research, as noted earlier, was framed as: How does the school environment affect teachers' performance in public primary schools in Bugisu sub-region?

As clearly indicated in Table 4.22, the school environment was found to have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region. The findings in Table 4.19 are consistent with findings by Ntho and Lesotho Council of NGOs (2013) that revealed that many schools in Lesotho were not

attractive and had inadequate furniture, water and sanitation facilities and were overcrowded, leading to irregular attendance by learners. This implies that a more safe secure and protective school environment is key in both teachers' and pupils' performance in public primary schools in Bugisu sub-region.

The findings in Table 4.19 are similar to findings by Adelabu (2005) and Kadzamira (2006) who investigated teacher motivation and incentives in Nigeria and Malawi respectively. They found out that the school environment in which most teachers were working was daunting and very challenging. Most schools' environment was wanting as school buildings were largely dilapidated, many schools were found without adequate toilets, lack of staff rooms, overcrowded classrooms. 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. The findings in Table 4.19 indicate that most schools in Bugisu sub-region did not have adequate toilets and staff rooms. The researcher on several occasions could see teachers working under trees and on verandahs due lack of classrooms. Some schools were also dilapidated with cracked walls, floors and bad blackboards. This accounts for the current unsatisfactory status of teachers' performance in public primary schools in Bugisu sub-region.

The findings in Tables 4.19 and 4.22 are in tandem with those by Mkumbo (2012) who argues that poor teacher working environment and poor government and community attitudes towards the teaching profession are key de-motivators for teachers. The findings are also supported by Ofejebe and Chinelo (2010) who posit that a good learning

environment and good working conditions are a guarantee of good quality assurance in education. Given that the school environment in Bugisu sub-region was not satisfactory, then it is not surprising that teacher performance was also not satisfactory. The effect of school environment on teachers' performance in public primary schools in Bugisu sub-region compares well with these international studies.

The findings are buttressed by Bilal (2012) who found a positive relationship between working environment, rewards and leadership and administrative support and job satisfaction of university teachers in Pakistan. The findings are further supported by Erat et al (2012) who asserted that organizational environment has a significant effect on individual performance in Turkish state universities. Whereas these international findings were in universities, they compare well with the school environment in public primary schools in Bugisu sub-region. Teachers' performance in public primary schools in Bugisu sub-region is therefore dependent on the environment in which they work.

Similarly, the findings in Tables 4.19 and 4.22 are in consonance with Faizi, Shakil and Lodhi (2011) who have argued that ineffective administration, non-flexible curriculum, improper health facilities, bad inspection and lack of co-curricular activities were the reasons for the declining education standards at secondary level in Pakistan. Whereas the findings were at secondary school level in Pakistan, they compare well with findings of the present research that have established that school environment has an effect on teachers' performance in public primary schools in Bugisu sub-region.

The findings are supported by Adeyemi (2008) who found a significant relationship between organizational climate and teacher job performance and he argues that a

favourable school climate (environment) enhances better job performance among teachers. He posits that regular teacher supervision and provision of necessary facilities and resources in school leads to better performance for both learners and the teachers.

The findings are in agreement with Leeuwens' (2016, p.1) observation that, ***''There are a number of factors that make quality education possible. One of them is quality teaching-which is made possible the recruitment of high caliber candidates to teaching, the provision to them of high quality initial teacher education and the support throughout their career of continuous professional development. Teachers are the most important educational resource and a critical determinant of quality. They must be treated as respected profession; teaching must be an attractive career choice, and must remain sufficiently attractive, in terms of salaries and conditions of employment, to retain the best teachers in the service.''*** Therefore, education stakeholders in Bugisu sub-region need to pay much attention to teachers' working environment for them to perform to their best and also remain in the teaching profession.

5.4. Conclusions of the Study

The conclusions from the present research are presented in this section. The conclusions are presented objective by objective.

5.4.1. Housing and Teachers' Performance in Bugisu sub-region

The first objective of the present research was to establish the effect of housing teachers on the performance of public primary school teachers in Bugisu sub-region. And the first

research question as earlier noted was framed as: How does the provision of quality housing affect the performance of public primary school teachers in Bugisu sub-region? From the results in Table 4.22, it is concluded that housing has a statistically significant effect (0.006 at $p < .05$ level) on teachers' performance in public primary schools in Bugisu sub-region.

From the findings in Table 4.11, it is concluded that schools in Bugisu sub-region did not have enough teachers' houses. There was lack of adequate teachers' housing which had forced many of them to stay away from school in rented houses. Schools in Bugisu sub-region were found to be still struggling to have even most moderate housing for teachers.

From the findings of the present research, it is concluded that an improvement in the provision of teachers' housing leads to a significant increase in teachers' performance. Unfortunately, as indicated in Table 4.11, schools in Bugisu sub-region did not have enough teachers' houses and do not rent houses for their teachers. Thus if schools want to increase teachers' performance, they need pay much attention to construction of more teachers' houses at school.

The findings in both Tables 4.11 and 4.22 are in tune with both local and international empirical studies related to the effect of housing on teachers' performance in Bugisu sub-region.

5.4.2. Provision of Meals and Teachers' Performance in Bugisu sub-region

The second objective of the present research was to establish the effect of providing teachers with meals at school on the performance of public primary school teachers in Bugisu sub-region. And the second question was framed as: How does the provision of meals to teachers in public primary schools in Bugisu sub-region affect their performance?

From the findings in Table 4.22, it is concluded that provision of meals at school has a statistically significant effect (0.000 at $p < .05$ level) on teachers' performance in public primary schools in Bugisu sub-region.

From the findings of the present research, it is concluded that an improvement in the provision of teachers' meals in public primary schools in Bugisu sub-region leads to a significant increase in teachers' performance.

The findings in both Tables 4.13 and 4.22 are in tune with both local and international empirical studies related to the effect of provision of meals at school on teachers' performance in public primary schools in Bugisu sub-region.

5.4.3. Provision of Medical care and Teachers' performance in Bugisu sub-region

The third object of this study was to examine the effect of providing teachers with medical care on the performance of public primary school teachers in Bugisu sub-region. The third question was framed as: How does the provision of medical care to public primary school teachers in Bugisu sub-region affect their performance?

From the findings in Table 4.22, it is concluded that provision of medical care at school may not have a statistically significant effect (0.787 at $p < .05$ level) on teachers' performance in public primary schools in Bugisu sub-region.

From the findings of the present research, it is concluded that an improvement in the provision of teachers' medical care may not lead to a significant increase in teacher performance. Thus if schools want to increase teachers' performance, they need not to pay much attention to the provision of medical care to teachers in public primary schools in Bugisu sub-region.

The findings in both Tables 4.15 and 4.22 are in tune with both local and international empirical studies related to the effect of provision of medical care at school on teachers' performance in public primary school in Bugisu sub-region.

5.4.4. Allowances and Teachers' Performance in Bugisu sub-region

The fourth objective of this research was to investigate the effect of providing allowances on the performance of public primary school teachers in Bugisu sub-region. The fourth question as noted earlier was framed as: How does the provision of allowances to public primary school teachers in Bugisu sub-region affect their performance?

From the findings in Table 4.22, it is concluded that allowances given to teachers at school do not have a statistically significant effect (0.896 at $p < .05$ level) on teachers' performance in public primary schools in Bugisu sub-region.

From the findings of the present research, it is concluded that allowances did not to have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region.

It is also concluded that qualitative findings on the effect of allowances were inconsistent with quantitative findings. While findings from DEOs and head teachers indicated that allowances could make teachers organize remedial lessons, set and mark tests, attend staff meetings more regularly and organize more guidance and counselling meetings with the pupils, the quantitative results indicated that allowances did not have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region. However, lack of a statistically significant effect does not mean that allowances have no effect on teachers' performance in public primary schools in Bugisu sub-region. The effect exists but of a small magnitude. This low effect of allowances on teachers' performance in public primary schools does not justify stand-alone policy interventions.

5.4.5. School environment and Teachers' Performance in Bugisu sub-region

The last objective of this study was to establish the effect of the school environment on the performance of public primary school teachers in Bugisu sub-region. The fifth question of the present research as noted earlier was framed as: How does the school environment affect teachers' performance in public primary schools in Bugisu sub-region?

From the findings in Table 4.22, it is concluded that the school environment has a statistically significant effect (0.000 at $p < .05$ level) on teachers' performance in public primary schools in Bugisu sub-region.

From the findings of the present research, it is concluded that an improvement in the schools' environment may lead to a significant increase in teachers' performance. Thus if schools in Bugisu sub-region want to increase teachers' performance, they need pay much attention to the school environment in which teachers work in public primary schools.

The findings in Tables 4.19 and 4.22 are in tune with both local and international empirical studies related to the effect of the school environment on teachers' performance in public primary schools in Bugisu sub-region.

The purpose of the present research was to establish the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region in Uganda. This was done by combining all the five hypotheses of the study. From the findings in Table 4.22, it was established and concluded that welfare has a statistically significant effect (0.0000 at $p <$ .05 level) on teachers' performance in public primary schools in Bugisu sub-region. It was further concluded that welfare may be a strong factor in accounting for teachers' performance.

5.5 Recommendations from the Study

The recommendations from the present research are presented in this section. The recommendations are presented objective by objective.

5.5.1 Housing and Teachers' Performance in Bugisu sub-region

As noted earlier, the first objective of the present research was to establish the effect of housing teachers on the performance of public primary school teachers in Bugisu sub-region. From the study findings about the effect of housing on teachers' performance in public primary schools in Bugisu sub-region, the researcher made the following recommendations:

- To increase teachers' performance, it is recommended that education policy makers, implementers and managers pay much attention to the provision of teachers' housing at school in public primary schools in Bugisu sub-region.
- There should be a teachers' housing policy on all public primary school teachers. There should be a deliberate effort by all education stakeholders to construct more houses for teachers in public primary schools in Bugisu sub-region to address the issue of inadequate teachers' housing and consequently teacher absenteeism in all its forms.

5.5.2. Provision of Meals and Teachers' Performance in Bugisu sub-region

The second objective of the present research was to establish the effect of providing teachers with meals at school on the performance of public primary school teachers in Bugisu sub-region. From the study findings about the effect of provision of meals on

teachers' performance in public primary schools in Bugisu sub-region, the researcher made the following recommendations:

- To increase teachers' performance, it is recommended that education policy makers, implementers and managers pay much attention to the provision of teachers' meals at school in public primary schools in Bugisu sub-region in order to address short-term and hidden food needs while at work.
- Head teachers and SMC members in public primary schools with land should provide school gardens for growing school food for teachers as most of these schools are found in rural areas with favourable climate and fertile soils. This would go a long way in contributing to teachers' food security in public primary schools in Bugisu sub-region.
- The Ministry of Education, Sports, Science and Technology should have a feeding policy for teachers in public primary schools since they are required to be at school by 7:30 am up to 5:00pm during the school term from Monday to Friday yet there is no clear mechanism to address their hunger needs while at school. Most teachers in public primary schools in Bugisu sub-region pool resources and plan for joint meals at school. Government could study this teachers' initiative with a view of improving and supporting it. There should be food support systems for teachers in public primary schools.

5.5.3 Provision of Medical care and Teachers' performance in Bugisu sub-region

The third object of this study was to examine the effect of providing teachers with medical care on the performance of public primary school teachers in Bugisu sub-region. From the

study findings about the effect of medical care on teachers' performance in public primary schools in Bugisu sub-region, the researcher made the following recommendations;

- To increase teachers' performance, it is recommended that education policy makers, implementers and managers pay much attention to the provision of medical care to teachers in public primary schools in Bugisu sub-region.
- It is recommended that the government through the Ministry of Education, Sports, Science and Technology employs a nurse for every public primary school to attend to medical care concerns of the pupils and teachers while at school.
- It is recommended that public primary schools medical budgets be enhanced with more finances to stock first aid boxes with the necessary drugs to cater for both teachers and pupils while at school.

5.5.4. Allowances and Teachers' Performance in Bugisu sub-region

The fourth objective of this research was to investigate the effect of providing allowances on the performance of public primary school teachers in Bugisu sub-region. From the study findings about the effect of providing allowances on teachers' performance in public primary schools in Bugisu sub-region, the researcher made the following recommendations:

- It is recommended that head teachers, SMCs should pay teachers in public primary schools in Bugisu sub-region allowances for disciplinary committee work, for guidance and counselling, staff meetings, marking tests and remedial lessons.

- It is also recommended that government should pay hard-to-reach and resettlement allowances to all teachers in Bugisu sub-region since this area is largely rural, mountainous with very poor roads, difficult to climb terrain and very unattractive especially during the rainy season.
- Government, through the Ministry of Education, Sports, Science and Technology, DEOs, SMCs and head teachers should plan for and pay burial expenses for teachers who pass on as it is done for other civil servants.

5.5.5. School environment and Teachers' Performance in Bugisu sub-region

The last objective of this study was to establish the effect of the school environment on the performance of public primary school teachers in Bugisu sub-region. From the study findings about the effect of the schools environment on teachers' performance in public primary schools in Bugisu sub-region, the researcher made the following recommendations:

- To increase teachers' performance, it is recommended that education policy makers, implementers and managers pay much attention to the school environment in which teachers work in public primary schools in Bugisu sub-region.
- It is recommended that a more safe and secure environment be provided to teachers in public primary schools in Bugisu sub-region in order to enhance their performance as educators.
- School management should provide sufficient classrooms to improve interaction between the pupils and the teachers in public primary schools in bugisu sub-region.

- School managers should ensure that schools are fenced to make them secure from intruders.
- It is recommended that district education officers, inspectors and school-based managers plan for and provide public primary schools with enough sitting facilities for the pupils.
- It is recommended that district education, inspectors and school-based managers plan for and provide public primary schools teachers with staffrooms and enough sitting facilities to enhance their performance as educators.
- School managers and district education officers in Bugisu sub-region should plan for and carry out routine maintenance of classroom floors and black boards in public primary schools.
- There should be provision of good and separate latrines for female and male teachers in public primary schools in Bugisu sub-region to enhance teachers' performance.

5.6. Contribution of the Study

This study is the first one to establish the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region in Uganda. Until the present study was undertaken, there had not been studies on the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region in Uganda. This study explored the effect of housing, feeding, medical care, allowances and school environment on teachers' performance in public primary schools in Bugisu sub-region. 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, allowances, and school environment in public primary schools in Bugisu sub-region. The empirical findings of this study may guide school-based managers, DEOs, DISs and DES members in Bugisu sub-region in improving teachers' performance in public primary schools. The study findings are therefore a contribution to part of the solution to poor teachers' performance in Bugisu sub-region.

5.7. Areas for Further Research

- It is recommended that further studies be done on the effect of housing on teachers' performance in both public and private schools since the current research was restricted to public primary schools in Bugisu sub-region.

- A similar study is recommended on the effect of provision of meals at school on teachers' performance in both public and private schools since the current research was restricted to public primary schools in Bugisu sub-region.
- It is recommended that further studies be done on the effect of medical care provision on teachers' performance in both public and private schools since the current research was restricted to public primary schools in Bugisu sub-region.
- It is recommended that further studies be done on the effect of provision of allowances on teachers' performance since qualitative and quantitative findings in the present research were inconsistent with some local and international empirical studies and the present study was only restricted to public primary schools in Bugisu sub-region.
- A similar study is recommended on the effect of the school environment on teachers' performance in both public and private schools in other parts of the country since the current research was restricted to public primary schools in Bugisu sub-region.

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Appendix A: Questionnaire for Teachers and SMC members

Dear Respondent, this questionnaire is intended to collect data from teachers and members of school management committees on the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region. 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. What is your 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. In which district is your school found? (a) Mbale □(b) Manafwa □ (c) Bududa □

(d) Bulambuli (e) S□onko □

4. What is your marital status (a) married□ (b) single□ (c) divorced □ (d) widowed □

SECTION B:

HOUSING AND TEACHER PERFORMANCE IN BUGISU SUB REGION.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

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

	Statement	5	4	3	2	1
B1	**My school has enough teachers' houses**					
B2	**All teachers houses are within the school compound**					
B3	**This school has teachers' houses outside the school compound**					
B4	**This school always rents houses for teachers**					
B5	**Non accommodated teachers are regularly paid housing allowances**					
B6	**All teachers are always housed by the school**					
B7	**The head teacher is housed by the school**					
B8	**Some teachers are housed by the school**					
B9	**Teachers stay near the school**					
B10	**The school management is concerned with teachers' housing needs.**					
B11	**Teachers' houses are in good conditions.**					
B12	**School management maintains teachers' houses.**					

SECTION C: PROVISION OF MEALS AND TEACHERS PERFORMANCE

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

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

	Statement	5	4	3	2	1
C1	**This school always provides teachers with break tea.**					
C2	**This school regularly provides food to teachers at lunch time.**					
C3	**This school regularly provides evening tea to teachers.**					
C4	**School management budgets for teachers' meals at school.**					
C5	**Parents provide food stuffs to this school.**					
C6	**This school has a menu for teachers' meals while at school.**					
C7	**This school has a school garden where teachers' foods are grown.**					
C8	**This school has a food store.**					
C9	**This school has a school kitchen where teachers' meals are prepared.**					
C10	**Drinking water is provided to teachers in this school.**					
C11	**School management has hired a cook to prepare staff meals at school.**					
C12	**Teachers provide their own meals while at school.**					
C13	**School management is concerned with teachers meals while at school.**					
C14	**Staff meals are served on time at school.**					
C15	**This school provides monthly food rations to teachers.**					

SECTION D: PROVISION OF MEDICAL CARE AND TEACHERS' PERFORMANCE

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

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

	Statement	5	4	3	2	1
D1	**This school always provides first aid to teachers**					
D2	**This school has a school sick bay for all teachers.**					
D3	**This school always collaborates with the nearest dispensary in providing medical care to teachers.**					
D4	**This school has a budget for teachers' medical care.**					
D5	**This school has a first aid box**					
D6	**The school first aid box is well stoked.**					
D7	**The school first aid box is accessible whenever need arises.**					
D8	**Teachers medical care budget is known by all staff.**					
D9	**School management is concerned with teachers' medical care.**					
D10	**This school has employed a qualified school nurse.**					
D11	**This school pays some medical bills for teachers when funds are available.**					
D12	**The government healthy centre is near the school.**					

SECTION E: PROVISION OF ALLOWANCES AND TEACHERS PERFORMANCE

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

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

	Statement	5	4	3	2	1
E1	**Teachers are always paid transport allowances**					
E2	**Teachers are always paid overtime allowances**					
E3	**Teachers are always paid weekly duty allowances**					
E4	**There is provision of allowances for co-curricular activities.**					
E5	**There is payment of allowances to teachers on the disciplinary committee.**					
E6	**Teachers on guidance and counseling committee are paid allowances for their work.**					
E7	**This school pays allowances to teachers during staff meetings.**					
E8	**Allowances are paid to teachers' for marking tests.**					
E9	**School management pays teachers allowances for remedial lessons.**					
E10	**This school has a budget for teachers' allowances.**					
E11	**The school budget for teachers' allowances is known by all staff.**					
E12	**Hard to reach area allowances are paid to teachers in this school.**					
E13	**Burial expenses for teachers who pass on are paid for by school management.**					
E14	**Settlement allowances are paid teachers who are transferred to this school.**					

SECTION F: SCHOOL ENVIRONMENT AND TEACHERS PERFORMANCE.

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

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

	Statement	5	4	3	2	1
F1	**Your school has enough classrooms for every class.**					
F2	**All classrooms have good chalk boards.**					
F3	**My school has good sanitation for teachers.**					
F4	**My school has good latrines for teachers.**					
F5	**My school has good latrines for the pupils.**					
F6	**My school has separate latrines for female and male teachers.**					
F7	**My school has separate latrines for female and male pupils.**					
F8	**This school has a staff room.**					
F9	**The staff room has working tables for teachers.**					
F10	**The staff room has sitting facilities for all teachers.**					
F11	**All classrooms have enough sitting facilities for all pupils**					
F12	**This school has good drainage that keeps off running water from entering classes**					
F13	**The school environment is secure from intruders.**					
F14	**This school is fenced.**					
F15	**All classroom floors in this school are cemented.**					
F16	**All classes study in permanent buildings.**					

SECTION G: TEACHERS PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BUGISU SUB REGION.

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

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

	Statement	5	4	3	2	1
G1	**Teachers always come by 7:30 am at school.**					
G2	**There are schemes of work by the first day of the term.**					
G3	**Teachers prepare lessons daily.**					
G4	**Teachers always come with lesson plans in class.**					
G5	**Always teachers use lesson plans in class.**					
G6	**Teachers are always present at school supervising all school activities.**					
G7	**There is active teacher involvement in co-curricular activities in school.**					
G8	**There is efficient teacher management of pupil's discipline at school.**					
G9	**There is regular attendance to all lessons by all teachers at school.**					
G10	**There is regular assessment of pupils through tests.**					
G11	**There is efficient counseling and guidance of pupils by teachers at school**					
G12	**Teachers maintain pupil's records properly (e.g. registers, academic progress records)**					
G13	**The turn up of teachers in staff meetings is high.**					
G14	**There is effective teacher participation in staff meetings.**					
G15	**Teachers always maintain a record of work covered.**					
G16	**The head teacher is always at school supervising school activities.**					
G17	**Teachers in this school mark pupils' work given in class**					
G18	**Teachers in this school conduct remedial lessons for slow learners.**					
G19	**Teachers use pupil centered teaching methods in their lessons.**					
G20	**Teachers in this school create a friendly learning environment for their pupils.**					

Appendix B: *Interview guide for DEO, DIS, DES and Head teachers*

1. How many schools are in your district
2. How many teachers do you have on the government payroll in your district/school?
3. Of these, how many are females?
4. Do you have housing for teachers in your district
5. How many teachers are housed by schools in your district
6. How many female teachers are housed by the school?
7. Do schools rent houses for teachers
8. How does teacher housing affect teachers preparation of (i) Schemes of work (ii) lessons plans (iii) Co-curricular activities (iv) Actual teaching (v) Assessment of learners (vi) Absenteeism.
9. How do teachers in public primary schools get meals in your district?
10. Who pays for teachers meals in public primary school?
11. What is your opinion on the effect of meals on teachers'

    Lesson preparation

    Actual teaching

    Absenteeism

    Assessment of learners

    Time management

    Counseling and guidance

    Pupil discipline management
12. What happens to teachers who fall sick in your school/ district?
13. What is your opinion on the effect of provision of medical care on teacher performance in public primary schools in your district/school?
14. Do public primary teachers receive any allowances in your district?
15. What type of allowances do teachers get in your school/district?
16. What is the effect of providing allowances to teachers as educators?
17. How does the school environment affect teachers' performance in public primary schools in your district?

18. Do you have any other comments to make about teachers' welfare in public primary schools in your district?

Appendix C: OBSERVATION CHECK LIST

1. Staff houses within the school.
2. Staff houses near the school.
3. Teachers' meals- break tea, lunch and evening tea.
4. First aid box and its contents.
5. School sick bay and school nurse.
6. Classrooms and their state.
7. Presence of black boards.
8. General school sanitation.
9. Toilets/urinals- General, male and female.
10. Staff room and working table.
11. Sitting facilities in the class rooms and staff room.
12. Teachers' schemes of work and lesson plans.
13. Teaching learning process.
14. Pupils' exercise books.
15. General appearance of the school, teachers, pupils, cleanliness or tidiness.

APPENDIX: D TIME SCHUDULE

1. Proposal writing	November 2013 to April 2014
2. Proposal defense	June 2014
3. Corrections on the proposal	July 2014
4. Piloting	August 2014
5. Submission of final proposal	September 2014
6. Data collection	November 2014
7. Data analysis	December 2014
8. Writing draft report	January 2015
9. Writing research final report	February 2015
10. Defense of thesis	March 2015
11. Corrections after defense	April 2015
12. Submission of final thesis	May 2015
13. Attending conferences, seminar, Writing and presenting papers	November 2013-November 2016.

APPENDIX: E BUDGET

PARTICULARS	AMOUNT
1. Stationary	- 400,000=
2. Typing Instrument	- 600,000=
3. Piloting instruments	- 400,000=
4. Data collection and Analysis	- 2,500,000=
5. Meals and accommodation	- 2,000,000=
6. Transport	- 2,000,000=
7. Miscellaneous 10%	- 790,000=
TOTAL	**- 8,690,000=**

Appendix F: CLEARANCE BY UNCST

File

MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY
RESEARCH ETHICS COMMITTEE

P.O. Box 1410, Mbarara, Uganda. Tel: +256 4854 33795, Fax: +256 4854 20782

Our Ref: MUIRC 1/7 **Date:** April 8, 2015

Mr. Erisa Mazaki Kigenyi
UTAMU
Kampala

Re: **SUBMITTED PROTOCOL ON "WELFARE AND PERFORMANCE OF PUBLIC PRIMARY SCHOOL TEACHERS IN BUGISU SUB REGION IN UGANDA." 26/11-14**

Reference is made to the above protocol which was resubmitted to the Research Ethics Committee for review.

It is noted that you have addressed all the concerns earlier raised by the Committee.

I am glad to inform you that your study has been approved for a period of one year up to April 8, 2016.

The following documents have been approved with the application:

Document	Language	Version
Proposal	English	Version 2
Protocol form	English	Version 2
Data Collection tool	English	Version 2
Consent form	English	Version April 15

You are required to register the study with Uganda National Council for Science and Technology, and submit progress and end of study reports to MUST REC.

You can now proceed with the rest of the research activities after getting permission from Uganda National Council for Science and Technology.

I wish you all the best.

Assoc. Prof. Simon K. Anguma
CHAIR RESEARCH ETHICS COMMITTEE

INSTITUTIONAL ETHICAL REVIEW COMMITTEE
MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY
P.O. BOX 1410, MBARARA

Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS 3906

11th January 2016

Kigenyi Erisa Mazaki
Uganda Christian University
Mbale

Re: Research Approval: **Welfare and Performance of Public Primary School Teachers in Bugisu Sub Region in Uganda**

I am pleased to inform you that on **31/08/2015**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period **31/08/2015** to **31/08/2016.**

Your research registration number with the UNCST is **SS 3906.** Please, cite this number in all your future correspondences with UNCST in respect of the above research project.

As Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the research protocol or the consent form (where applicable) must be submitted to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval prior to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority.
4. Unexpected events involving risks to research subjects/participants must be reported promptly to the UNCST. New information that becomes available which alters the risk/benefit ratio must be submitted promptly for UNCST review.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. A progress report must be submitted electronically to UNCST within four weeks after every 12 months. Failure to do so may result in termination of the research project.

Below is a list of documents approved with this application:

	Document Title	Language	Version	Version Date
1.	Research proposal	English	N/A	June 2015
2.	Informed Consent Document	English	N/A	N/A
3.	Questionnaire	English	N/A	N/A

Yours sincerely,

Hellen. N. Opolot
for: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

cc. Chair, Mbarara University of Science and Technology, Research Ethics Committee

LOCATION/CORRESPONDENCE

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THE REPUBLIC OF UGANDA

OFFICE OF THE PRESIDENT

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ADM 154/212/01

December 17, 2015

The Resident District Commissioner, Bulambuli District
The Resident District Commissioner, Sironko District
The Resident District Commissioner, Manafwa District

RESEARCH CLEARANCE

This is to introduce to you **Kigenyi Erisa Mazaki** a Researcher who will be carrying out a research entitled **"WELFARE AND PERFORMANCE OF PUBLIC PRIMARY SCHOOL TEACHERS IN BUGISU SUB REGION IN UGANDA"** for a period of **one (1) year** in your district.

He has undergone the necessary clearance to carry out the said project.

Please render him the necessary assistance.

By copy of this letter **Kigenyi Erisa Mazaki** is requested to report to the Resident District Commissioners of the above districts before proceeding with the Research.

Masagazi Deogratius
FOR: SECRETARY, OFFICE OF THE PRESIDENT

Copy: Kigenyi Erisa Mazaki

PAPERS PUBLISHED FORM THE THESIS

1. Kigenyi. E.M, Kakuru. D M & Zziwa.G (2017). School Environment and performance of public primary school teachers in Uganda. International Journal of Technology and Management. **(In the press)**

2. Kigenyi. E.M & Kakuru.D M (2016). Does the Provision of Meals Affect Teachers' Performance? An Empirical Study of Public Primary Schools in Bugisu Sub –Region in Uganda. Administratio Publica: Journal of the Association of Southern African Schools and Departments of Public Administration and Management, vol 24, Issue 3 ISSN: 1015-4833 pg219-234.