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Abstract

Purpose: The purpose of this research was to find out the impact of teachers' welfare on performance of government aided primary schools in South Western Uganda, Isingiro district. A cross sectional research design and post-positivist paradigm were used to collect data from 118 government aided primary schools in South Western Uganda, Isingiro district, where 475 respondents participated in the study.

Materials and Methods: The study used closed-ended questionnaires, interview guide and checklists. The schools to be included were selected using simple random sampling and were considered as unit of analysis while the respondents who included District officials, head teachers, teachers and school management committee members formed the unit of enquiry, these were selected purposively based on the knowledge they had on the subject matter. Each school selected, provided the information from the respondents who in this case were the head teacher, two (2) teachers and a chairperson of school management committee member. The research was guided by the null hypothesis, Ho1: Teachers' welfare has no significant relationship with performance of government aided primary schools in South Western Uganda, Isingiro district

Findings: The findings of the study revealed a positive significant relationship between teachers' welfare and performance of government aided performance primary school at 99% level of confidence ($r=.546$, $p<.01$), thus rejecting the null hypothesis (Ho1). The results signify that increase in teachers' welfare, is highly associated with good performance of government aided primary schools in South Western Uganda, Isingiro district.

Unique Contribution to Theory, Practice and Policy: The Unique contribution of this study was, to suggest to the government through the Ministry of Education & Sports that, since teachers' welfare is the most important predictor of performance for government aided primary school, it is advisable that it should impose the minimum-wage law for government aided primary school teachers' pay which possibly caters for teachers' motivation when given some due care and attention. In addition, the Ministry of Education & Sports should create social benefits for government aided primary school teachers as a means to enhance their wellbeing and motivate them. Moreover, it is also recommended that government aided primary schools' teachers be given some allowances such as rental, medical care and transport to motivate them.

Key words: *Teachers' Welfare, Major Predictor, Performance, Government Aided Primary Schools, South Western Uganda, Isingiro District*

INTRODUCTION

The Ugandan primary education system experienced major changes in 1997 when the government of Republic of Uganda adopted Universal Primary Education (UPE) which abolished all tuition fees and all parents and teacher association charges for primary education. The changes led to increased enrollment in primary schools 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, and 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 Isingiro district, by 2010; pupil teacher ratio was about 53%. Government funding for primary education sector since 1997 has stood at between 65% and 68% per year of the total education budget (Oonyu, 2012).

When the government of Republic of Uganda introduced 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 enrollment 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, mulidwa & Kimbowa, 2013, Kagolo, 2015). Yahiaoui, Anser & Lahouel, (2015) posit that employee welfare contributes towards organizational performance. Teacher motivation is very important since it improves the skills and Knowledge of teachers seeing as it directly influences the student's achievement (Mustafa & Othman, 2010).

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 ILO, made 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.

Historically, according to Manzini and Gwandure (2011), employee welfare measures were meant to reduce absenteeism, increase efficiency and productivity. However, today employee welfare programmes have taken a broader scope and they include almost all aspects of workers 'welfare and development in the organisational establishment. Rationally, the mandate of welfare measures is to generate an efficient, healthy, satisfied and productive labour force for the set up. Priti (2009) asserts that the objective of providing these facilities is to make working life a better experience and also to improve their living standard. Employee welfare is a comprehensive term, which embraces the various benefits, services and facilities offered by the management to employees with the aim of enriching the working and social life of workers and to satisfy their needs in order to enhance productivity.

Organisation performance was being undertaken a long time before the world wide movement of New Public Management. However, with the emergency of New Public Management, performance became more pronounced. The reason being 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 50 years from emphasis on the employee through focus on the job and a recent return to the employee.

Earlier, employee performance was concerned with simply ranking and comparing individual employees but due to continuous weakness of such a system, researchers made a transition to job related performance assessment leading to development of sophisticated models for understanding employee and Organisation performance appraisal (Prasad, 2010; Damaris, Elegwa & Kwasira, 2016).

Performance is the degree to which an employee and organizational goals are met (Feng, 2010). It comprises both behavior and outcomes (Armstrong, 2003; Feng, 2010). Behavior 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, results oriented performance, conduct oriented performance and the integration of conduct and result oriented performance.

Katarasibwa (2005) echoes Ekatan, Isingoma, Nanziri and Nabwiso (1995) by looking at teachers and general school performance as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfill school objectives. This general performance must be geared towards promoting the process of teaching and learning for the benefit of the pupils. In this study school performance is conceptualized as the extent to which the school objectives are achieved 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, counseling and guidance.

Today, organisation 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 (DES), District Education Officers (DEO), and District Inspector of School (DIS), School Management Committees (SMC) members and annual teacher appraisal forms.

Therefore, teachers' welfare, in this study focused on the wellbeing of teachers by providing accommodation, meals, medical care, basic allowances and the school facilities or environment, it can be noted that from a theoretical perspective, the Herzberg theory greatly contributes to understanding and shaping of the linkage between teachers' welfare and performance of government aided primary schools in South Western Uganda, Isingiro district.

LITERATURE REVIEW

Welfare services are provided in order to increase the productive efficiency of the employees by keeping their motivation levels high (Venkata & Lokanadha, 2015). In this study Fredrick Herzberg, (1959) Two Factor Theory guided the linkage between teachers' welfare and primary schools' 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; 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 the Herzberg two factor theory has been criticized severely for being methodologically bound, fraught with procedural deficiencies and for 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 identifying factors that may motivate teachers in government aided primary schools in South Western Uganda, Isingiro district.

Given that welfare in the present study will focus on provision of teachers' housing, meals at school, medical care, basic allowances and the school facilities or environment, then it can be noted that from a theoretical perspective, the Herzberg two factor theory greatly contributes to understanding and shaping of linkage between teachers' welfare and performance in this study.

The theory was 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 & Gwandure, 2011; Odeku & Odeku, 2014; Venkata & Lokanadha, 2015).

According to Hertzberg (cited in Schulz et al., 2003), employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their behavior to external factors. Factors that play a role in contributing to the satisfaction of employees are called motivators, while hygiene factors contribute to job dissatisfaction. These two factors are also called the intrinsic (internal) and extrinsic (external) factors.

It can be argued that if the hygiene factors are removed, that it is unlikely workers will be satisfied. Both the hygiene factors and motivators play an important role in the performance of the individual and the organization at large.

Teachers' 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, then 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 an air of growth and development and think constructively (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 (Venkata & Lokanadha, 2015).

Teachers' welfare in this study was measured in form of housing teachers, provision of meals to teachers at school, provision of medical care, basic allowances and the school facilities or environment in which the teachers' perform their duties as educators

Many scholars have argued that employees who are motivated highly normally are characterized by high performance (Ochola, 2018). Good performance by staff is enabled via a supportive working environment which encompasses more than just having sufficient equipment and supplies. It also includes system issues, such as decision-making and

information exchange processes, and capacity issues such as workload, support services and infrastructure (Potter &Brough, 2004). Employees who lack motivation and dread coming to work are less likely to come to work every day.

The organization may begin to experience problems such as poor work attendance and poor quality of work performance, and eventually the organization will see an increase in its turnover rates. Motivated employees, on the other hand, come to work routinely and on time, meet and exceed performance goals (Laliberte et.al, 2010). However, a lack of employees' motivation in the organization will further cause a higher turnover, absenteeism, lack of employee retention, lower service and higher operating costs for recruitment, selection and training (Muze, 2014).

Motivation of employees is perceived to have positive impact on the performance of organizations, yet many organizations have not realized this, or they have but lack the capacity to implement it Kemoh, (2016). Considering various kinds of motivation such as training, promotion, salary increment, sponsorship for further studies, improving working environment conditions, rewards and praises, many organizations have not adopted these strategies for improving organizational performance Osabiya (2015). Instead, the employees get their salaries or remunerations late, they sometimes face harassment and frustrations, they work in poor working environments and treated as slaves with their leaders, they are at times discriminated and denied promotions and denied even the sick leave, medical cover and houses allowances, in some cases they are not paid for overtime. In some cases, the employees get dismissed from work simply because of lack of adequate skills which the organization can improve through offering trainings at some level (Emeka et al., 2015). The leadership style in some organization has also been a major issue affection organizations performance (Gachingiri, 2015). In some cases, the employees get treated badly with no respect by some leaders.

However, there is little indication of any studies that have been done on the relationship between teachers' welfare and performance of government aided primary schools' in South Western Uganda, Isingiro district

MATERIALS AND METHODS

The study employed cross-sectional research design. Isingiro district has a total number of 173 government aided primary schools according District Education Officer and a sample of 118 schools was selected basing on Krejcie & Morgan (1970) table for determining sample size and 475 respondents participated in the study.

They selected schools were categorized according to the zones in the district by stratification. In this study, the schools to be included were selected using simple random sampling and were considered as unit of analysis while the respondents who included district officials, head teachers, teachers and school management committee members formed the unit of enquiry, these were selected purposively based on the knowledge they had on the subject matter. Each school selected, provided the information from the respondents who in this case were the head teacher, two (2) teachers and a chairperson of school management committee member.

In this study, the main data collection instruments in this study were structured questionnaires that were closed ended in design, structured interview guide and observation checklists. Secondary data were collected from journals, government reports, published and unpublished theses and internet.

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).

Data collected from the field were examined for its accuracy and completeness of information given. It was cleaned, sorted out and entered into excel computer software and exported to SPSS version 26, explored and analyzed. The analysis relied on both descriptive and inferential statistics. Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to generate reports for discussion. Pearson correlation was used to determine the direction and magnitude of variables relationships using correlation coefficients and significance levels.

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 the relationship between housing, meals, medical care, basic allowances, school environment and performance of government aided primary school in South Western Uganda, Isingiro district were noted in form of notes.

Measurement of Study Variables

The independent variables –Teachers' welfare were measured in form of provision of houses to teachers, meals at school, medical care, basic allowances and the school facilities (environment) in which the teachers perform their duties as educators, and the dependent variable schools' performance was measured on a five point Likert scale with assigned values in the following format; 5 - Strongly Agree; 4 - Agree; 3 -Not Sure/Neutral; 2- Disagree and 1 - Strongly Disagree. According to Bill (2011), the Likert scale was able to measure perception, attitudes, values and behaviors of individuals towards a given phenomenon. The data was then aggregated; mean values and standard deviations were computed for interpretation.

FINDINGS

Demographic Characteristics

Table 1: Demographic Results

Gender	**Number (%)**
Male	282(59.4)
Female	193(40.6)
Age Bracket (Years)	
20- 29	76(16.0)
30- 39	203(42.7)
40- 49	111(23.4)
50 and above	85(17.9)
Experience (years)	
< 1	27(5.7)
1 – 4	110(23.2)
5 – 9	135 (28.4)
10 -14	120(25.3)
15 and above	83(17.5)
Marital status	
Married	425(89.5)
Single	29(6.1)
Divorced	08(1.7)
Widowed	12(2.5)
Others	01(0.2)
Level of Education	
Primary	22(4.6)
Secondary	42(8.8)
Grade III/ Equivalent	307(64.6)
Diploma in Education	10(2.1)
Bachelors	85(17.9)
Post-graduate	9(1.9)
Work status	
Teachers	236(49.7)
Head teacher	118(24.8)
SMC members	118(24.8)
DEO	1(0.2)
DIS	1(0.2)
DES	1(0.2)

Source: Field data (2025)

The findings in table 1 revealed that majority of the respondents were male 282(59.4%). The female respondents stood at 193(40.6%) implying that both gender were fairly represented.

The work status of the respondents was also ascertained and results indicated in table 1.The head teachers represented 118(24.8%), teacher constituted 236(49.7 %) while members of the school management committees were 118(24.8%). The findings revealed that head teachers, teachers and school management committee members were well represented in the study.

The age groups of the respondents were analyzed and findings presented in table1.The majority of the respondents 203(42.7%) were aged 30 -39 years, followed by 111(23.4%) and 85 (17.9 %) who were between 40-49 years and 50 years and above respectively. 27(5.7%) of the respondents had their ages in 20 -29 years bracket. This implied that, majority of the respondents (66.1%) were aged 40 years and below. These were believed to be more productive labour force that would work hard to bring good performance in government aided primary schools in South Western Uganda, Isingiro district.

The marital status of the respondents was analyzed and findings presented in table 1. In this study, majority of the respondents were married 425(89.5%) followed by those who were single 29 (6.1%). The number of those who were divorced stood at 08(1.7%) while the widowed were 12(2.5%) and unspecified marriage status was at 1 (0.2 %.)

The number of years that the respondents had spent in their current schools was also analyzed. The findings are presented in table 1 .The majority of the respondents 135(28.4%) had been in their current schools for 5-9 years, followed by 120(25.3%) and110 (23.2 %) who had been in their current schools for between 10 - 14 years and 1- 4 years respectively. 83(17.5%) of the respondents had been in their current schools for 15 and more years while only 27(5.7%) had been there for less than a year. This implied that 94.3% 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 teachers' welfare constructs under study were being offered in the schools and how such schools were performing.

The education status of the respondents was analyzed and findings presented in table 1.The majority of the respondents 307(64.6%) had grade III/ equivalent certificates, followed by 85(17.9%) and 42(8.8 %) who had bachelor's degrees and secondary education respectively. 22(4.6%) of the respondents had primary education, 10(2.1%) had diploma in primary education while only 9(1.9%) had post graduate in education. In addition, out of 307 teachers who participated in the study, 195 (63.5%) had attained grade III certificate as the highest level of qualification. This implied that 78.1% of the respondents had grade III certificates and below; this means that level of education for teachers in government aided primary schools in South Western Uganda; Isingiro district was still low since majority of teachers had not got higher qualifications beyond diploma.

Table 2: Pearson Correlation Analysis of Study Variables

Variables	1	2	3	4	5	6	7
Teachers accommodation	1						
Provision of meals to teachers	.168**	1					
Provision of medical care	.256**	.258**	1				
Provision of allowances to teachers	.151**	.221**	.487**	1			
School environment	.627**	.352**	.336**	.281**	1		
Teachers' Welfare	.682**	.575**	.710**	.608**	.778**	1	
Performance of government aided primary schools	.441**	.285**	.254**	.421**	.448**	.546**	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Findings from table2, correlation analysis was used to answer the hypothesis which aimed at examining the relationship between teachers' welfare and performance of government aided primary schools. The analysis conducted aimed at testing the set hypothesis

Ho1*: Teachers' welfare has no relationship with performance of government aided primary schools in Isingiro district.*

The results in Table 2 indicate that there is a positive significant relationship between teachers' welfare and performance of government aided performance primary school at 99% level of confidence (r=.546, p<.01), thus rejecting the null hypothesis (*Ho1*). The results signify that increase in teachers' welfare, is highly associated with good performance of government aided performance primary schools in South Western Uganda in Isingiro district. It was further analysed that provision of accommodation to teachers(r = 0.441, p<.01), provision of meals to teachers (r = 0.285, p<.01), provision of medical care to teachers (r = 0.254, p<.01), provision of allowance to teachers (r = 0.421, p<.01) and conducive school environment (r = 0.448, p<.01) all had a positive significant relationship with good performance of government aided performance primary schools in South Western Uganda, Isingiro district.

DISCUSSION

This section focuses on the discussion of the research findings in relation to the hypothesis that was stated.

In this study teachers' welfare and performance of government aided primary schools in Isingiro district, was guided by the null hypotheses; as stated below

Ho1: Teachers' welfare has no relationship with performance of government aided primary schools in Isingiro district, Uganda.

The results in *Table 2* indicate that there is a positive significant relationship between teachers' welfare and performance of government aided performance primary school at 99% level of confidence (r=.546, p<.01), thus rejecting the null hypothesis (*Ho1*). The results signify that increase in teachers' welfare, is highly associated with good performance of government aided performance primary schools in South Western Uganda, Isingiro district.

In this study, the results showed that teachers' welfare constructs had positive significant relationship with government aided school performance in South Western Uganda, Isingiro district. These results were discussed as follows:

***Housing teachers was found to have a positive significant relationship with performance of government aided primary schools' in South Western Uganda, Isingiro district* (r=.441, p<.01)**

Findings revealed that housing the teachers had a positive significant relationship on government aided primary schools' performance in Isingiro district. The finding 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. The quantitative results were integrated with qualitative findings as follows;

The district official DO3 observed that;

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 (District official DO3 Isingiro January, 2022)

The revelation is in tune with findings by Krishna and Aquina, (2004) and Tweheyo, (2008) who posit that housing teacher 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 teachers' status. Unfortunately, schools in Isingiro districts did not have enough teachers' houses and do not rent houses for their teachers. This may account for late coming of teachers in government aided primary schools in South Western Uganda, Isingiro district.

The district official DO1 said that;

This district is constrained with teachers' housing. We are a rural district that is also poor and mainly depending 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 eastern part of the district. Therefore housing teachers has an effect on the performance of their duties and this may affect schools' performance in the district (District official DO1 Isingiro January, 2022)

Findings in this study corroborate with UN-HABITANT Report (2015) whose studies have 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 in 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.

Findings in the study corroborate with 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 posit that there is a strong relationship between housing in an area and presence of teachers and their retention.

This is in tune with the district official DO2 who said;

Housing has a bearing on schools' 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 planning 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 government is not planning for this cause (District official Do2 Isingiro January, 2022)

The findings further indicated that where there are a few houses, and 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 animals from which they earn extra income. The findings were found to be in tune with both local and international empirical studies related to the effect of housing on teachers' in government aided primary schools in Isingiro district. This housing status affects teachers' activities and in the long run affects the performance of government aided primary schools in South Western Uganda, Isingiro district.

***Provision of meals to teachers at school was found to have a positive significant relationship with performance of government aided primary schools' in South Western Uganda, Isingiro district* (r=.285, p<.01)**

Findings from providing teachers with meals at school on the performance of government aided primary school teachers in Isingiro district revealed that provision of meals to teachers had a positive significant relationship on the performance of government aided primary schools in Isingiro district. The findings are also buttressed by Gulled (2011) who has argued that there is a strong relationship between school feeding program and pupil access and retention in primary schools in Wajir district in Kenya. Majority of head teachers interviewed agreed that schools in Isingiro district did not have an official feeding policy for teachers. The district officials DO1 and DO2 were also in agreement with this view.

The official DO1 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. The land in some schools is used to grow food for the children and the teachers even when the schools have provided the teachers with 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 (District official DO1 Isingiro January, 2022)

Lack of provision of meals to teachers at school contributes to absenteeism and ultimately poor school performance. The status affects the performance of government aided primary schools in Isingiro district. This is due to the fact that teachers and other school workers who absolutely contribute to the performance of the school are highly affected by lack of meals.

***Provision of medical care to teachers at school was found to have a positive significant relationship with performance of government aided primary schools' in South Western Uganda, Isingiro district* (r=.254, p<.01).**

Findings from providing teachers with medical care revealed that, provision of medical care at school was found to have a positive significant relationship with performance of

government aided primary schools in Isingiro district. Results reveal that government aided primary schools in Isingiro district do not employ school nurses and neither do they pay teachers' medical bills.

The district official DO1 remarked that;

Almost all schools don't provide medical care for teachers. But we have some with first aid boxes 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 (District official DO1 Isingiro January, 2022)

The findings are further supported by Businge and Nakajubi (2014) who posit that teachers' healthy 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 has 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 government aided primary schools' in South Western Uganda, Isingiro district, does not have budgets for first aid and medical care to cater for the teachers and the pupils. 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 can improve medical care budgets, provide a nurse, first aid facilities and drugs for government aided primary schools, then teachers and pupils in Isingiro district 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 government aided primary schools in Isingiro district and their performance, it is possible to deduce that teachers are de-motivated and their job satisfaction levels are low.

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 centers to allow them access to medical services and that lack of medical facilities had made rural postings less attractive to teachers. This indicates that the status of teachers' medical care in South Western Uganda, Isingiro district was not satisfactory and this may not favor teachers' working morale in turn affect primary schools performance. This means that teachers' medical care has an effect on teachers' performance and this in turn affects performance of government aided primary schools' in Isingiro district.

Basic allowances to teachers were found to have a positive significant relationship with performance of government aided primary schools' in South Western Uganda, Isingiro district (r=.421, p<.01)

Results showed that providing basic allowances to teachers had a positive significant relationship with performance of government aided primary schools teachers in Southwestern Uganda, Isingiro district.

The findings are consistent with qualitative findings from the district officials DO1, DO2 and DO3, who reported that allowances could make teachers organize remedial lessons, set and mark tests, attend staff meetings more regularly and organize more guidance and counseling meetings with the pupils. According to the DO1, allowances have a positive effect on

teachers' productivity. The district official DO2 also had the same view as the official DO1 as regards the effect of allowances on teachers' performance in government aided primary schools. The qualitative findings are supported by Ikenyiri and Ihua-Maduenyi (2011) who posits that transport allowance was a strong predictor for teacher effectiveness in class in Nigeria.

The Ministry of Education & Sports in its report (2013) revealed that appointed teachers are entitled to several allowances such as: Hardship allowances, travel allowances and others. Hardship allowances of 30% of the basic monthly salary given to teachers in hard to reach areas. The hard to reach areas are those places characterized by remoteness, insecurity and poor infrastructure to attract and retain teachers in those areas. Travel allowances which include safari day allowance (per diem) and transport. Extra duty allowances in form of acting allowances, duty allowance, and honoraria, sitting allowances normally paid during staff meetings and over time allowances. The present research has established that teachers in government aided primary schools in Isingiro district do not receive such allowances.

As district official DO1 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 (District official DO1 Isingiro January, 2022)

Findings further show that teachers in government aided primary schools in South Western Uganda, Isingiro district do not receive allowances for discipline, counseling 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. This means that basic allowances has an effect on teachers and schools' performance in Isingiro district and this in turn affect performance of government aided primary schools' in Isingiro district.

***The school environment was found to have a positive significant relationship with performance of government aided primary schools' in South Western Uganda, Isingiro district* (r=.448, p<.01)**

It was further revealed that the school environment had positive significant relationship with performance of government aided primary schools in Isingiro district.

The findings 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 government aided primary schools in South Western Uganda, Isingiro district.

The findings in this study indicated that most schools in Isingiro district did not have adequate toilets for both pupils and teachers and staff rooms. Some schools were also dilapidated with cracked walls, floors and bad blackboards. This accounts for the current poor performance in government aided primary schools in Isingiro district.

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

When asked to comment about quality of facilities in schools, the district official DO1 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, sports grounds, and staffrooms with chairs, recreation facilities and classroom with enough sits. 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 and in turn affect schools performance (District official DO1 Isingiro January, 2022)

The views of the official DO1 were not different from those of the DO2 and DO3. In this study it can be concluded that the school environment have a positive significant relationship with performance of government aided primary schools' in South Western Uganda, Isingiro district.

Table 3: Hierarchical Regression Model (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.546	0.298	0.296	0.25931	0.298	149.389	1	352	0.000
2	.568	0.322	0.318	0.25515	0.024	12.569	1	352	0.000
3	.625	0.391	0.386	0.24224	0.069	39.418	1	352	0.000

a. Predictors: (Constant), Teachers' Welfare

b. Predictors: (Constant), Teachers' welfare , Human capital

c. Predictors: (Constant), Teachers' welfare , Human capital , Monitoring Systems

Using hierarchical multiple regression analysis, the predictive power of each variable was established. Results from Table 3 above, the comparative importance of each predictor is judged on the basis of how much it adds to the prediction of a criterion variable.

To begin with, the results in model one (1) indicate that teachers' welfare significantly predicts performance of government aided primary school. The results in Table 3, indicate that teachers' welfare explains 29.8% (R Square change=.298) of the variations in performance of government aided primary schools in Isingiro District.

Similarly, results in Model 2 indicate that the introduction of human capital in the regression, significantly affected the results in model implying that human capital explains 2.4% (R Square change =.024) of the changes in performance of government aided primary schools in Isingiro district.

Lastly in model 3, the results indicate that monitoring systems explain 6.9% (R Square change =.069) of the changes in performance of government aided primary schools in Isingiro district.

This also implies that of the three variables (teachers' welfare, human capital and monitoring systems), teachers' welfare explains much of the variations, followed by monitoring systems and the last one is human capital.

IMPLICATION OF THE STUDY

This significant positive relationship among these variables can lead to the different implications which should be considered; teachers' welfare at school will generate job satisfaction which also leads to the effective and efficient performance of the government aided primary schools. Therefore, it is recommended that for the education system to be improved we definitely require to build any possible mechanism or technique to motivate the teachers.

Teachers' accommodation is perceived to be part of the reward system of a school so housed teachers will be satisfied with their jobs and that will perform better at school than those who are not accommodated.

The teaching profession which is not a highly rewarding job is not seen as satisfactory as other occupations and hence leads to poor performance in most of the schools in Isingiro district. Therefore, a teacher's accommodation reform policy is recommended for the teaching staff in government aided primary schools in South Western Uganda, Isingiro district.

In this study, provision of meals at school is perceived to be part of the reward system of an organization, so well-fed teachers will be satisfied with their jobs and that will increase their productivity at school, hence better school performance.

Therefore, a provision of meals at school reform policy is recommended for the teaching staff for government aided primary schools in South Western Uganda, Isingiro district.

Teachers' pay improvement is perceived to be part of the reward system of an organization so well-paid teachers will be satisfied with their jobs and that will increase performance.

The teaching profession which is not a highly rewarding job is not seen as satisfactory as other occupations and hence leads to poor performance in most of the schools in Isingiro district, Uganda. Therefore, a pay reform policy is recommended for the teaching staff for government aided primary schools in South Western Uganda, Isingiro district.

Finally, the conducive working environment for teachers should be catered for in order to motivate the teaching staff which will create better school performance in Isingiro district, Uganda. Improved school environment; recruit more teachers, construct more classrooms and introduce recreation facilities for pupils to play from. Schools need the construction of the necessary facilitation and the management's cooperation to help build job satisfaction in the staff of the organization which will positively affect its performance.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study focused on the fact that, lack of motivation would lead to dissatisfied and uncommitted teachers, who may have higher rates of turnover, absenteeism, and withdrawal behaviors in schools. The most important thing that school leaders can do is, to raise employee satisfaction and focus on the intrinsic parts of the job, such as making the work challenging and interesting. In the view of the researcher, although paying employees poorly will likely not attract high-quality teachers to the schools or keep high performers, managers should realize that high pay alone is unlikely to create a satisfying work environment.

Therefore managers should regulate paying the workers' according to the standard of living conditions.

In conclusion this study is expected to contribute to the vast knowledge that social research scientists study about in particular the education sector which really requires important revisions and reforms in terms of teacher motivation and schools' performance because in this study it was found that there is significant relationship between teachers' welfare and performance of government aided primary schools in South Western Uganda, Isingiro district and which can further be applied to make some improvements in the quality of education sector in other parts of Uganda.

Recommendations

The recommendations were presented as follows;

1. Housing and Primary schools' performance

Results revealed that housing the teachers at school has an effect on the performance of government aided primary school in South Western Uganda, Isingiro district. From the study findings;

a) To better government aided primary schools' performance, it is recommended that education policy makers, implementers and managers pay much attention to the provision of teachers' housing in South Western Uganda, Isingiro district..

b) There should be teachers' housing policy on government aided primary school teachers, to address the issue of inadequate teacher housing and consequently teacher absenteeism in all its forms.

c) It is recommended that further studies be done on the effect of housing on schools' performance in both governments aided primary and private primary schools since the current research was restricted to government aided primary schools in South Western Uganda, Isingiro district.

2. Meals and Primary Schools' Performance

Providing teachers with meals at school had an effect on performance of government aided primary school in South Western Uganda, Isingiro district. From the study findings;

a) To better government aided primary schools' performance in Isingiro district, it is recommended that education policy makers, implementers and managers pay much attention to the provision of teachers' with meals at school in Isingiro district in order to address issues of teachers leaving school premises in search of meals.

b) Head teachers and SMC members in government aided primary schools with land should provide school gardens for growing food for teachers as most of these schools in Isingiro district have land with favorable climate and fertile soils. This would go a long way in contributing to teachers' food security at school.

c) The Ministry of Education, Sports, Science and Technology should have a feeding policy for teachers in government aided 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 feeding needs while at school. There should be food support systems for teachers in government aided primary schools in South Western Uganda, Isingiro district.

d) A similar study is recommended on the effect of provision of meals at school on schools' performance in both government aided and private primary schools since

the current research was restricted to government aided primary schools in South Western Uganda, Isingiro district.

3. Medical Care and Primary Schools' Performance

In addition, this study was to find out the effect of providing teachers with medical care on the performance of government aided primary school in South Western Uganda, Isingiro district. From the study findings;

a) It is recommended that education policy makers, implementers and managers pay much attention to the provision of medical care to teachers in government aided primary schools in South Western Uganda, Isingiro district.

b) It is recommended that the government through the Ministry of Education, Sports, Science and Technology employs a nurse for every government aided primary school to attend to medical care concerns of the pupils' and teachers while at school.

c) It is recommended that government aided primary schools medical should have budgets which are enhanced with more finances to stock first aid boxes with the necessary drugs to cater for both teachers and pupils while at school.

d) It is recommended that further studies be done on the effect of medical care provision on schools' performance in both government aided and private primary schools since the current research was restricted to government aided primary schools in South Western Uganda, Isingiro district.

4. Basic allowances and Primary Schools' performance

The study further investigated the effect of providing basic allowances on the performance of government aided primary schools in South Western Uganda, Isingiro district. From the study findings;

a) It is recommended that head teachers, SMCs should pay teachers in government aided primary schools in Isingiro district allowances for disciplinary committee work, for guidance and counseling, staff meetings, marking tests and remedial lessons.

b) Government, through the Ministry of Education, Sports, Science and Technology, District education officials, SMCs members and head teachers should plan for and pay burial expenses for teachers who pass on as it is done for other civil servants.

c) It is recommended that further studies be done on the effect of providing allowances on schools' 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 government aided primary schools in South Western Uganda, Isingiro district.

d) It is further recommended that more research should be conducted on the relationship and influence of financial or other forms of rewards on schools' performance using many private and public primary schools which will be a handy tool that could be used to provide solutions to individual conflict that has resulted from poor reward systems in schools. (Muogbo, 2013)

5. School environment and Primary Schools' Performance

Lastly, in this study the researcher wanted to establish the effect of the school environment on the performance of government aided primary school in South Western Uganda, Isingiro district. From the study findings;

a) To increase schools' performance, it is recommended that education policy makers, implementers and managers pay much attention to the school environment in which teachers work in government aided primary schools in South Western Uganda, Isingiro district.

b) It is recommended that a more safe and secure environment be provided to teachers in government aided primary schools in Isingiro district in order to enhance their performance as educators and hence better performance.

c) School management should provide sufficient classrooms to improve interaction between the pupils and the teachers in government aided primary schools in South Western Uganda, Isingiro district.

d) School managers should ensure that schools are fenced to make them secure from intruders.

e) School management should ensure that schools have recreational facilities and sports grounds to ensure pupils participate in co-curricular activities especially games and sports.

f) It is recommended that District Education officer, Inspector and schools based managers' plan for and provide government aided primary schools with enough sitting facilities for the pupils and teachers.

g) It is recommended that District Education officer, Inspector and schools based managers' plan for and provide for government aided primary schools teachers in South Western Uganda, Isingiro district with staffrooms and enough sitting facilities to enhance their performance as educators.

h) School managers and District Education Officers in Isingiro district should plan for and carry out routine maintenance of class room floors and black boards in government aided primary schools.

i) There should be provision of good and separate latrines for female and male for both teachers and pupils in government aided primary schools in South Western Uganda, Isingiro district to enhance good schools' performance.

j) A similar study is recommended on the effect of the school environment on schools' performance in both governments aided and private primary schools in other parts of the country since the current research was restricted to government aided primary schools in South Western Uganda, Isingiro district.

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