

**THE INFLUENCE OF WELFARE ON TEACHERS' PERFORMANCE IN SECONDARY
SCHOOLS IN UGANDA**

A CASE OF SELECTED SCHOOLS IN KAWEMPE DIVISION KAMPALA DISTRICT

1 Namyalo Racheal, 2 Dr. Sekiswa Peter

1, 2 Metropolitan International University

Abstract

The success of any students depends on the available resources received by his or her teachers. This qualitative study intended to examine the influence of welfare on teachers' performance associated with teachers in secondary schools in Kawempe division Kampala district. The study was guided by three objectives namely; to examine the relationship between welfare of teachers and teachers' performance, to determine other factors that cause poor performance of teachers among secondary schools and to identify solutions that can be put in place to solve school welfare factors in order to improve teachers' performance in Kawempe division Kampala district. The study revealed that welfare has appositive relationship to teacher performance, where teachers' welfare factors are considered positive it was observed to have a direct positive effect on their performance. However, teacher's welfare may not only be the factors contributing to poor performance. Basing on the findings, the study recommends education policy makers, implementers and managers to pay much attention to teacher's welfare factors as the main drivers of teacher performance among all private and public senior secondary schools.

Key word: welfare and teachers' performance

Background to the study

Performance is an activity in which an individual is able to accomplish successfully the task assigned to him or her. It refers to adjusting behaviors, results, and actions of work to achieve results or outcomes (Nsubuga, 2008). However, in schools,

teachers are ready to adjust their behaviors and actions to enable improved performance of students. Ntho and Lesotho council of NGOs (2013) and Akinsolu (2010) posited that teachers are a critical resource and the key determinant of quality 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 was supported by Kosgei and Lyimo (2014) who opined that quality of education is the foundation of the wealth and security of every country. The role of teachers in education is recognized but as to why they no longer perform their duties as educators is still troubling (Akinsolu, 2010). The role of teachers is critical to the survival of the performance of any educated student. Whether in educational or corporate settings, production processes are supported by a well streamlined system, purpose-driven employees who are willing and determined to exert themselves to the maximum quality production. There has been development of teacher's competence profile that covers knowledge, skills and values, professional ethics, leadership, research, community relations, reflection and development, collaboration and team work, introduction of customized performance targets for head teachers and their deputies through signing performance agreements with their teachers to ensure efficiency and better students results (Namuddu, 2010).

Statement of the problem

It has been observed that teacher's performance all over the world is deteriorating. Their performance is characterized by absenteeism, inadequate scholastic materials, poor teaching methods, low motivated and unprofessional teachers, absenteeism of teachers and rote-teaching; while the status of teachers and working conditions are also getting worse. The poor contributions of teachers depend on the low level of motivation received from their employers. Indeed, teachers need to be

taken care of before they can be committed to their jobs. It is then we can achieve high standards of education. Over the years, there have been several records of teacher strikes and poor performance of teachers in our educational sector especially secondary schools.

Objectives of the study

- 1. To examine the relationship between welfare of teachers and teacher's performance in Kawempe division Kampala district*
- 2. To determine other factors that cause poor performance of teachers among secondary schools in Kawempe division Kampala district.*
- 3. To identify solutions that can be put in place to solve school welfare factors in order to improve teachers' performance in Kawempe division Kampala district.*

Research questions

- 1. What is the relationship between welfare of teachers and teacher's performance in Kawempe division Kampala district?*
- 2. What are other factors that cause poor performance of teachers in senior secondary school in Kawempe division Kampala district?*
- 3. What could be the solutions to the causes of low welfare of teachers in secondary schools*

Methodology

Research design

The study adopted a descriptive research design with both qualitative and quantitative approaches where it examined the current literature in order to make effective conclusions for the study. Kothari (2003) defined a research design as an arrangement of conditions for collection and analysis in a way that intends to combine relevance of the research purpose with economy in procedure.

Target Population

The target population for the study consisted of School Head teachers, deputy head teachers, Directors of studies teachers, and education officers at Kawempe division, schools' boards of committees and parents in selected secondary schools in Kawempe division Kampala district. The target population according to Orodho & Kombo (2003) population is a group of individuals, objects or items from which samples are taken for measurements.

Sample Size and sampling procedure

Mugenda and Mugenda (2003), asserts that the main consideration for determining the sample size is the capability to collect in depth data at affordable costs in terms of time, finances and resources. According to (Kerlinger, 2004) an ideal sample size should be between 10%-30%. Depending on the data gathered and analyzed. Using this, the researcher sampled 20 head teachers, their 20 deputies using stratified random sampling, 40 teachers, 20 directors of studies, 6 division education officers, 18 school board of directors, 18 parents using census sampling.

Sampling Method

Table 1 showing sample size and sampling technique

<i>Respondent</i>	<i>Size</i>	<i>Sampling technique</i>
<i>Head teachers</i>	<i>20</i>	<i>Purposive random</i>
<i>Deputy head teachers</i>	<i>20</i>	<i>Purposive</i>
<i>Director of studies</i>	<i>20</i>	<i>Purposive</i>
<i>Teachers</i>	<i>40</i>	<i>Simple random sampling</i>
<i>Parents</i>	<i>18</i>	<i>Simple random sampling</i>
<i>Division education officers</i>	<i>6</i>	<i>Purposive</i>
<i>School board of directors</i>	<i>18</i>	<i>Cluster sampling</i>
<i>Total</i>	<i>145</i>	

Data Collection Methods

The study incorporated the use of various methods in the process of data collection in a bid to come up with sound, concrete and credible research findings. The researcher therefore amalgamated the use of questionnaires, interviews and documentary analysis in the process of collecting primary data.

Primary data collection method

Mugenda and Mugenda (2003), asserts that primary method of data collection involves a researcher herself by using qualitative or qualitative methods. The advantage of using this method is that the data collected was unique to the researcher and there was no altering of the data. There are many methods of primary data but the study focused on the following;

Questionnaires.

A Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The study employed questionnaire as the main method of data collection.

Interviews.

Interviewing involves asking questions and getting answers from participants in a study. The study employed a face-to-face group interviewing.

Data analysis.

The edited data was analyzed by both quantitative and qualitative methods. Quantitative data was grouped and statistical description such as tables showing frequencies and percentages for better interpretation were used. However, qualitative data was analyzed in a way of identifying the responses from respondents that were relevant to the research problem. Mainly such data was analyzed by explaining the facts collected from the field under which the researcher was able to quote respondents' responses.

RESULTS

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 as postulated by (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 2 response rate

Category of respondents	Expected response rate		Actual returned response	
	Frequenc	Percentage	Frequenc	Percentage (%)
Head teachers	20	14	19	15
Directors of studies	20	14	20	15
Deputy head teachers	20	14	18	14
Teachers	40	29	37	29
Parents	18	12.5	13	10
Division education	6	4	5	4
School boards of	18	12.5	17	13
Total	142	100	129	91

Source: primary source 2022

As indicated in Table 2, the expected sample size for the study was 142 but actual respondents were 129. This implies that 91% of the expected participants actually participated in the present research. The number of expected respondents who did not participate was only 9%.

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%. Since the overall response rate of this

study was 91%, then the number of expected response rate who did not participate was insignificant. The current response 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 on teachers' performance in Kawempe division cannot be doubted.

The categories were: 19 of the expected 20 head teachers, 20 of the expected 20 director of studied, 18 of the expected 20 deputy head teachers, 37 of the expected 40 teachers, 13 of the expected 18 parents, 05 of the expected 06 division education officers, 17 of the expected 18 school board of directors.

Demographic characteristics of respondents

Respondents by Gender

Table 3: Respondents by Gender

Gender				Males		Females	
F	%	f	% Head teachers				
68	6	32					13
Deputy head teachers				13	72	5	28
Director of studies				14	70	6	30

<i>Parents</i>	5	38	8	62
<i>Teachers</i>	16	43	21	57
<i>School board of directors</i>	10	59	7	41
<i>Division education officers</i>	4	80	1	20
<i>Total</i>	75	58	54	42

Source: primary source 2022

The findings revealed that the majority of the respondents were male (58%). The female respondents stood at 42%, implying that both genders were fairly represented.

Respondents by Marital Status

The marital status of the respondents was analyzed and findings presented in table 4

Table 4: Respondents by Marital Status

Status	Married		Single		Widowed		
Divorced							
	F	%	f	%	F	%	f
Head teachers	19	15					
Deputy head teachers	16	12	1	0.8	1	0.8	
Director of studies	20	14					
Parents	10	7			2	1	1 0.8
Teachers	32	24	3	2	1	0.8	1 0.8
School board of directors	17	13					
Division education officers	5	3					
Total	119	92	4	2.8	4	2.6	2 1.6

Source: primary source 2022

It was revealed that the majority of the respondents were married (92%) followed by those who were single (2.8%). The number of widowed stood at 2.6 while those who were divorced stood at 1.6%.

Respondents by number of years worked in a particular school, having a child in that school and supervising that school

Table 5: Respondents by number of years worked at that school

<i>Duration</i>	<i>Frequency (F)</i>	<i>Percentage (%)</i>
<i>Less than a year</i>	<i>13</i>	<i>10</i>
<i>1-2 year</i>	<i>6</i>	<i>5</i>
<i>3-4 years</i>	<i>41</i>	<i>32</i>
<i>5-6 years</i>	<i>21</i>	<i>16</i>
<i>More than 6 years</i>	<i>48</i>	<i>37</i>

Source: primary source 2022

The majority of the respondents (37%) had been in their current schools for more than six years, followed by 32% and 16 % who had been in their current schools for between 3-4 years and 5-6 years respectively. Ten per cent (10%) of the respondents had been in their current schools for less than a year while only 5% had been there for between 1-2 years. This implied that 90% 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.

Other factors contributing to poor performance of teachers'

Table 6: Distribution of respondents by their perceptions about welfare related factors contributing to poor performance of teachers'

Statement	SA		A		UD		D	
SD								
	f	%	f	%	f	%	f	%
Our school has no enough facilities.	14	11	29	22	5	4	62	48
Inadequate qualified teachers.	81	63	31	24	8	6	9	7
Poor school leaders and parents.	51	40	41	32	3	2	31	24
Inadequate school laboratories.	67	52	42	33			18	14
Poor time management of teachers students.	34	27	45	35	29	22	21	16
Low teachers' level of education.	31	24	86	67	9	7	3	2.3
Low occupational positions of	51	39	68	53	10	8		2
Students constantly are sent back for school fees.	101	78	23	18	5	4		

The first item on welfare related factors contributing to poor performance of teachers" was stated as: „the school has no enough physical facilities. The findings in Table 6, reveal that 14 (11%) strongly agreed, 29 (22%) agreed, 5 (4%) were undecided, 62 (48%) disagreed and 19 (15%) strongly disagreed. The findings imply that majority of the respondents 81 (63%) disagreed with the statement that their schools has no enough physical facilities

in Kawempe division. The scored results imply that the physical facilities in senior secondary schools in Kawempe division were not satisfactory.

The second sub-construct stated: Inadequate qualified teachers. The findings in Table 7, revealed that 81 (63%) strongly agreed, 31 (24%) agreed, 8 (6%) undecideds while 9 (7%) disagreed. The findings imply that majority of the respondents 112 (87%) agreed with the statement that inadequate qualified teacher causes their poor performance among senior secondary schools in Kawempe division Kampala district.

As regards Poor school leaders and parents, Table 7, reveals that 51 (40%) of the respondents strongly agreed, 41 (32%) agreed, 3 (2%) undecideds while 31 (24%) disagreed and 3 (2%) strongly disagree. The finding results implies that majority of the respondents agreed that their poor performance might be caused by poor school leaders and parents.

Solutions to other factors

Table 8: Solutions to welfare related factors

Statement	SA	A	UD	D						
SD										
1 School management increase their teachers" encourage them spend most of time at school	72	56	39	30	8	6	9	7	1	1
2 The school should try to school environmental factors	37	29	29	22	45	35	18	14		
3 Teachers should try to their syllabuses in time	54	42	61	47	3	2	11	9		
4 School management should supervise teachers" activities	54	42	31	24			29	22	15	12
5 Teachers need to poses sufficient degree of experience	41	32	88	68						
6 Schools should hire trained pre-service training personnel's	37	29	69	53	19	15	4	3		
7 The school should classrooms furniture	93	72	36	28						
8 The school should provide	129	100								

textbooks to teachers.

Source: primary source 2022

As it can be seen from Table 7 above, the respondents' reactions to the question regarding Solutions to welfare related factors, the respondents' response as regards the first sub construct, i.e. „school management should increase their teachers' salaries to encourage them spend most of their time at school reveal that 72 (56%) strongly agreed, 39 (30%) agreed, 8 (6%) were undecided, 9 (7%) disagreed and 1 (1%) strongly disagreed, indicating that the majority 111 (86%) of the respondents felt that Senior secondary School managements in Kawempe division do not increase their teachers' salaries to encourage them spends most of their time at school. The scored results for this sub-construct were agreed signifying that increasing teacher' salaries encourage them to spend most of their time at school.

Conclusions of the Study

It is concluded that teachers in senior secondary schools in Kawempe division spend their expected time in class teaching. There was utilization of classroom time by teachers. Schools in Kawempe division were found to be paying higher salaries to teachers who spend high time in classroom. From the findings, it is concluded that teachers in senior secondary schools in Kawempe division consider teaching in relation to their salaries. This is evidenced after realizing the wage gap differences between those who are paid higher salaries and those who are paid low salaries.

Recommendations from the Study

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

recommendations are presented objective by objective.

1. *From the study findings about the relationship between welfare of teachers and teachers' performance in senior secondary schools in Kawempe division, the researcher made the following recommendations:*
2. *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 Kawempe division.*

Bibliography

Akinsolu. (2010). Teachers and Students' Academic Performance in Nigerian Secondary Schools: Implications for Planning. Florida Journal of Educational Administration & Policy, 86-103.

Kerlinger. (2004). Asas-asas Penelitian Behavioral. Yogyakarta: Universitas Gadjahmada.

Namuddu. (2010). Staff appraisal systems and Teacher performance at Agakhan schools in Kampala District. (A Masters dissertation, Makerere University, 2010).

Nsubuga. (2008). Analysis of leadership styles and school performance of secondary schools in Uganda. Nelson Mandela Metropolitan University.