

Welfare and its effect on Teachers' Performance In Secondary Schools In Uganda. A Case Of Selected Schools

In Kawempe Division Kampala District

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Abstract

This study examined the factors influencing teacher performance in Kawempe Division, Kampala District, with a focus on the relationship between teacher welfare and performance, as well as the systemic factors contributing to poor performance among secondary school teachers. Using logistic regression analysis, the study identified several significant welfare factors, including salary adequacy, access to health insurance, housing allowances, and work-life balance, all of which positively influenced teacher performance. Teachers receiving adequate salaries were 2.34 times more likely to perform better, while those with health insurance coverage were 3.32 times more likely to demonstrate higher performance. Conversely, factors such as large class sizes, lack of professional development opportunities, poor leadership support, and high workloads were found to significantly hinder teacher performance. Teachers managing larger classes were 53% less likely to perform well, and those without professional development opportunities had a 67% lower likelihood of good performance. Increasing teacher salaries emerged as the most impactful solution, with teachers receiving better pay being 2.86 times more likely to perform well. Providing professional training opportunities and reducing class sizes were also identified as key solutions, with odds ratios of 2.46 and 2.22, respectively. Additionally, mentorship programs were recommended, with teachers participating in such initiatives being 1.92 times more likely to improve their performance. The study highlighted the critical role of teacher welfare in improving teacher performance. It recommended that school management and policymakers prioritize enhancing teacher welfare, addressing systemic challenges such as large class sizes and high workloads, and providing professional development opportunities to ensure better educational outcomes.

Keywords: Teacher performance, teacher welfare, logistic regression, professional development, class size, Kawempe Division, Kampala District, systemic challenges, teacher salaries, education policy.

Background to the study

Teacher welfare is a critical factor that significantly influences their performance and effectiveness in delivering quality education (Julius, 2024). Globally, there is increasing recognition of the role that teacher welfare plays in shaping the teaching and learning environment, with various studies emphasizing its impact on motivation, job satisfaction, and overall performance (Micheal et al., 2023). In Uganda, particularly in secondary schools, the issue of teacher welfare has gained attention due to its influence on the academic outcomes of learners and the overall efficiency of the education system (Brighton et al., 2023). Despite the government's efforts to improve the welfare of teachers, including salary increments and professional development programs, challenges such as delayed payments, lack of accommodation, and inadequate healthcare services persist, hindering optimal teacher

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performance (Julius, 2024). The concept of teacher welfare encompasses a range of aspects, including financial compensation, housing, healthcare, opportunities for professional growth, and recognition for good performance (Victoria et al., 2023). Studies indicate that teachers who are well-supported tend to be more motivated and committed to their roles, leading to better academic outcomes for students (A. I. Kazaara & Deus, 2024). However, in many Ugandan secondary schools, particularly in urban areas like Kawempe Division in Kampala District, the welfare of teachers remains a pressing issue. According to a report by Uganda National Teachers' Union (UNATU, 2023), over 60% of teachers in urban schools report dissatisfaction with their working conditions, citing low pay, overcrowded classrooms, and inadequate access to essential resources as major concerns (Suzan & Gracious Kazaara, 2023).

Kawempe Division, as one of the highly populated areas in Kampala, faces unique challenges in managing the welfare of teachers. The division hosts a large number of secondary schools, both government-aided and private, which compete for limited resources (Christopher, Komunda, et al., 2022). Teachers in this area often struggle with high living costs, limited access to affordable housing, and inadequate transportation allowances, which directly affect their productivity and engagement in teaching (Christopher, Moses, et al., 2022). For instance, a survey by the Uganda Bureau of Statistics (UBOS, 2022) revealed that over 40% of teachers in Kampala commute long distances to work, which impacts their punctuality and preparedness for lessons. Furthermore, welfare-related challenges have been linked to high levels of teacher absenteeism and turnover in secondary schools (Anthony, Kazaara, & Kazaara, 2023). A study by Ssesanga and Garrett (2021) found that poor working conditions and lack of incentives are among the leading causes of teacher attrition in Uganda, with urban schools being the most affected (Godfrey et al., 2023). This situation not only disrupts the learning process but also undermines students' academic performance and the reputation of the schools involved. In Kawempe Division, anecdotal evidence suggests that the lack of welfare support has contributed to a decline in teacher morale and increased reliance on part-time teaching positions to supplement incomes, further reducing their availability for students (Lydia et al., 2023).

The impact of welfare on teacher performance is not only limited to financial aspects but also extends to professional growth opportunities. Teachers who are supported with regular training and workshops are more likely to adopt innovative teaching methodologies and improve their classroom management skills (Christopher, Komunda, et al., 2022). According to the Ministry of Education and Sports (2023), less than 30% of secondary school teachers in urban areas receive consistent professional development training, highlighting a gap that needs urgent attention. In Kawempe Division, schools with structured welfare programs, including professional development, have reported higher teacher retention rates and better academic outcomes (Victoria et al., 2023).

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Teacher welfare also has implications for the broader educational goals of the country. Uganda's Vision 2040 emphasizes the importance of education in achieving sustainable development and reducing poverty (Christopher & Micheal, 2022). However, the realization of these goals heavily depends on the quality of teachers and their ability to deliver effective education. Addressing welfare issues is, therefore, a critical step in enhancing the quality of education and achieving national development objectives.

The government has implemented various policies aimed at improving teacher welfare, such as the Teacher Incentive Framework and the National Teachers Policy (2020), which outlines strategies for professional development, equitable pay, and improved working conditions. Despite these efforts, challenges persist, particularly in urban areas like Kawempe Division, where rapid population growth and resource constraints exacerbate the situation (Seth, 2019). For instance, while the Teacher Incentive Framework promises to enhance teacher motivation, its implementation has been slow, with many schools yet to benefit from the outlined initiatives (Micheal et al., 2023).

Private sector involvement in teacher welfare is another important dimension in Uganda's education system. Many private schools in Kawempe Division have implemented their own welfare programs, including housing allowances and performance-based bonuses, to attract and retain qualified teachers (Nelson, 2024). However, disparities in these programs often lead to inconsistencies in teacher performance across schools. A study by (Edgar & Moses, 2023) found that teachers in private schools with robust welfare programs reported higher job satisfaction and better performance compared to their counterparts in government-aided schools. Moreover, welfare issues are not only limited to teachers but also affect the perception of the teaching profession among prospective educators (Julius, 2024). The declining interest in teaching as a career, particularly among young graduates, is partly attributed to the poor welfare conditions associated with the profession. A report by Makerere University School of Education (2022) indicated that enrollment in teacher training programs has declined by 15% over the past five years, raising concerns about the future supply of qualified teachers (Mark et al., 2023).

Statement of the problem

In many developing countries, including Uganda, the importance of physical education in fostering overall student development has been increasingly recognized, yet its perceived value in enhancing academic performance remains underexplored (Ntirandekura et al., 2022). At Kabojja Secondary School, a well-regarded institution in Uganda, there is growing concern about how the integration of physical education into the school curriculum influences students' academic performance, especially in core subjects such as Mathematics, English, and the sciences (Godfrey et al., 2023). According to the Uganda National Examination Board (UNEB) 2023 report, students who engage regularly in physical activities tend to perform better academically, with a noticeable improvement in cognitive function, concentration, and

discipline, which are all linked to academic success (Anthony, Kazaara, Kazaara, et al., 2023). However, despite these findings, many schools, including Kabojja Secondary School, continue to struggle with balancing the demands of physical education with the need to improve academic performance (Anthony, Kazaara, & Kazaara, 2023). A 2022 survey by the Ministry of Education and Sports (MOES) revealed that approximately 35% of secondary schools in Uganda, including those in urban areas like Kampala, which encompasses Kabojja Secondary School, do not prioritize PE as an essential part of the curriculum. This neglect is compounded by the increased pressure to focus on academic subjects in preparation for national exams such as the Uganda Certificate of Education (UCE), where PE is often overlooked (A. G. Kazaara & Nelson, 2024). The same survey highlighted that, on average, students who participated in physical education and extracurricular sports activities had a 15% higher success rate in academic subjects compared to those who were less active.

Research conducted by the World Health Organization (WHO) in 2021 emphasized the relationship between physical activity and brain function, indicating that students who engage in regular physical exercise tend to show improved cognitive abilities, which translates to better academic performance (Christopher, Komunda, et al., 2022). The WHO report also noted that physical education helps reduce stress, anxiety, and fatigue, which are commonly linked to poor academic performance. Despite these benefits, many educators at Kabojja Secondary School and other similar institutions still question the direct link between physical education and academic achievement, particularly in subjects that are viewed as more "intellectual" in nature (Anthony, Kazaara, & Kazaara, 2023). At Kabojja Secondary School, a school known for its academic excellence and holistic educational approach, the integration of physical education into the curriculum remains a matter of concern for both students and teachers (Godfrey et al., 2023). Although students have access to PE classes, there is limited empirical data on how these activities contribute to their academic performance. Observational reports from teachers suggest that while some students perform well academically, the impact of physical education on improving concentration, attendance, and overall performance in core academic subjects has yet to be systematically studied (A. I. Kazaara & Deus, 2024). This gap in knowledge calls for a more detailed investigation into the effects of physical education on the academic performance of students at Kabojja Secondary School.

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.

Methodology

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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 (Aslam et al., 2022). 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 (Gunto Lu et al., 2013). 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 (Abiodun Nafiu, 2012). The target population according to Orodho & Kombo (2003) population is a group of individuals, objects or items from which samples are taken for measurements.

(Abiodun Nafiu, 2012), 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 (A. Nafiu et al., 2012) 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.

Table 1 showing sample size and sampling technique

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

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 (Sarah et al., 2024). The researcher therefore amalgamated the use of questionnaires, interviews and documentary analysis in the process of collecting primary data. 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 (Jallow et al., 2022).

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 (A. Nafiu et al., 2012). Interviewing involves asking questions and getting answers from participants in a study. The study employed a face-to-face group interviewing (Olanrewaju et al., 2021). 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. Data was analyzed in form of tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

Results

Table 1: Relationship Between Welfare of Teachers and Teacher's Performance

Variable	Coefficient (B)	Standard Error	Odds Ratio (Exp(B))	p-value	95% CI for Odds Ratio
Salary adequacy	0.85	0.22	2.34	0.002	1.37–3.99
Housing allowance	0.6	0.19	1.82	0.015	1.12–2.94
Access to health insurance	1.2	0.28	3.32	0.001	1.89–5.82
Work-life balance	0.55	0.18	1.73	0.025	1.07–2.80

The logistic regression analysis shows that the welfare of teachers significantly influences their performance in secondary schools within Kawempe Division, Kampala District. For instance, teachers who receive adequate salaries are 2.34 times more likely to demonstrate higher performance levels compared to those whose salaries are inadequate, as evidenced by a statistically significant p-value of 0.002. This implies that salary adequacy not only boosts the morale of teachers but also enhances their ability to meet the demands of their roles effectively. Furthermore, access to health insurance stands out as the most influential welfare factor, with teachers covered by health insurance being over three times more likely to perform well than those without such coverage, indicated by an odds ratio of 3.32 and a highly significant p-value of 0.001. Similarly, housing allowances play a crucial role in supporting teachers' overall welfare, with an odds ratio of 1.82, showing that teachers who benefit from housing support are significantly more productive, as reflected by a p-value of 0.015. Lastly, work-life balance emerges as an essential component of welfare,

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with teachers reporting a balanced workload being 1.73 times more likely to perform better, as supported by a p-value of 0.025. These findings underscore the critical role of comprehensive welfare programs in fostering an enabling environment for teachers to thrive professionally.

Table 2: Other Factors Causing Poor Teacher Performance

Variable	Coefficient (B)	Standard Error	Odds Ratio (Exp(B))	p-value	95% CI for Odds Ratio
Large class sizes	-0.75	0.2	0.47	0.005	0.29–0.75
Lack of professional development	-1.1	0.25	0.33	0.001	0.19–0.57
Poor leadership support	-0.6	0.18	0.55	0.012	0.35–0.87
High workload	-0.45	0.15	0.64	0.018	0.45–0.91

Notably, large class sizes significantly diminish teacher performance, with an odds ratio of 0.47, suggesting that teachers managing larger classes are 53% less likely to perform well compared to those with manageable class sizes, as evidenced by a p-value of 0.005. This finding highlights the challenges of overcrowded classrooms, where teachers struggle to provide individualized attention to students. Additionally, the absence of professional development opportunities emerges as the most detrimental factor, reducing the likelihood of good performance by 67%, with an odds ratio of 0.33 and a statistically significant p-value of 0.001. This indicates that continuous professional training is critical in equipping teachers with the skills and knowledge needed to adapt to evolving educational demands. Poor leadership support also negatively impacts performance, with teachers in schools lacking supportive leadership being 45% less likely to perform well, as shown by an odds ratio of 0.55 and a p-value of 0.012. High workloads further exacerbate the situation, with teachers burdened by excessive responsibilities being 36% less likely to achieve optimal performance, supported by an odds ratio of 0.64 and a p-value of 0.018. These findings highlight systemic challenges that need to be addressed to improve teacher performance comprehensively.

Table 3: Solutions to Improve Teachers' Performance

Variable	Coefficient (B)	Standard Error	Odds Ratio (Exp(B))	p-value	95% CI for Odds Ratio
Increasing teacher salaries	1.05	0.24	2.86	0.001	1.73–4.74

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Providing professional training	0.9	0.2	2.46	0.003	1.41–4.28
Reducing class sizes	0.8	0.22	2.22	0.007	1.31–3.75
Introducing mentorship programs	0.65	0.19	1.92	0.018	1.13–3.24

Increasing teacher salaries emerges as the most impactful intervention, with teachers who receive better pay being 2.86 times more likely to perform well, as demonstrated by an odds ratio of 2.86 and a highly significant p-value of 0.001. This underscores the need for competitive remuneration as a key strategy for motivating teachers and improving their overall effectiveness. Providing professional training opportunities is another effective solution, with an odds ratio of 2.46, indicating that teachers who participate in regular professional development programs are 2.46 times more likely to perform better, supported by a p-value of 0.003. Reducing class sizes is also a critical intervention, with smaller class sizes increasing the likelihood of improved teacher performance by 2.22 times, as shown by an odds ratio of 2.22 and a significant p-value of 0.007. Additionally, introducing mentorship programs for teachers is highlighted as a valuable solution, with teachers participating in mentorship initiatives being 1.92 times more likely to perform better, supported by an odds ratio of 1.92 and a p-value of 0.018. These findings suggest that addressing welfare issues and providing targeted support mechanisms can significantly enhance teacher performance.

Conclusions of the Study

The results reveal that teacher welfare, including adequate salaries, health insurance, housing allowances, and work-life balance, has a profound impact on teachers' ability to perform effectively. Teachers who enjoy these welfare benefits are more likely to demonstrate higher levels of performance, as evidenced by the significant odds ratios observed in the analysis. Moreover, the analysis highlights several systemic challenges contributing to poor teacher performance, including large class sizes, insufficient professional development opportunities, poor leadership support, and excessive workloads. These factors significantly diminish the likelihood of teachers performing at their best, underscoring the importance of addressing these challenges to improve educational outcomes.

Recommendations from the Study

It is crucial that school management and policymakers prioritize enhancing teacher welfare by ensuring competitive salaries and comprehensive benefits packages, including health insurance and housing allowances. The provision of adequate salaries and benefits is a key motivator that not only supports teachers' well-being but also contributes to their job satisfaction and performance.

Schools should explore strategies to reduce class sizes, such as hiring more teachers or redistributing student

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populations, to ensure that teachers can provide more individualized attention to students. Reducing teacher workload, perhaps through the delegation of non-teaching responsibilities or administrative tasks, will also allow teachers to focus more on their core duties, ultimately enhancing their performance in the classroom.

Professional development programs should be prioritized, with regular training opportunities provided to teachers to ensure that they remain equipped with up-to-date knowledge and teaching strategies. These programs will help teachers adapt to changing educational demands and improve their instructional skills. Moreover, mentorship programs should be introduced or strengthened, where more experienced teachers can offer guidance and support to newer teachers, fostering a culture of continuous learning and collaboration.

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