
Relationship Between Teacher' Housing And Performance In Primary Schools In Kamwezi Sub County,

Rukiga District, Uganda

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Abstract

This study was undertaken to establish the relationship between teachers' housing and teachers' performance in government-aided primary schools in Kamwezi Sub- County, Rukiga District, South Western Uganda. Teachers' housing was regarded as the independent variable, while teachers' performance was the dependent variable. The study employed a descriptive cross-sectional survey research design - with both qualitative and quantitative approaches, and data was collected from 341 respondents. Quantitative data was analyzed using SPSS computer software (Version 25) to generate frequencies, percentages, mean, and standard deviation. Principal Component Analysis and Regression were employed to determine the pattern of interrelations and robustness among the constructs of teachers' welfare variable and their level of effect on teachers' performance. Qualitative data analysis was done through thematic content analysis. The findings revealed strong positive relationship between teachers' housing and teachers' performance in public primary schools in kamwezi Sub- County, Rukiga District. The findings also revealed that housing has a statistically significant effect on teachers' performance in public primary schools in Kamwezi Sub- County, Rukiga District. It was concluded that teachers' housing leads to high teachers' performance in Kamwezi Sub- County, Rukiga District. It is therefore recommended that education policy makers, implementers and managers pay much attention to the provision of teachers' welfare in public primary schools in Kamwezi Sub- County, Rukiga District. This is hoped to improve teachers' housing policy and performance in public primary schools in Uganda.

Keywords: Primary Schools, Teachers' Housing, Teachers' Performance.

Introduction

Employee performance is critical to the survival of the production process in organizations (Musaibah et al., 2023). Whether in an educational or corporate setting, such production processes are supported by well-streamlined and purpose-driven human labor that is willing and determined to face new challenges to the maximum extent possible (Musaibah et al., 2023). In general, organizations should be interested in improving the well-being of their employees through rewards, compensation, incentives, etc. to motivate, retain and develop them. A social security strategy in relation to teachers is considered essential because the quality of teachers is crucial for any education system (Anthony et al., 2023). Uganda has embarked on a major transformation with a vision to move from a peasant society to a modern and prosperous country by 2040, and education is seen as a key factor in achieving this goal (Brighton et al., 2023). Since 1996, the education sector has undergone various reforms to send all children to school and ensure that their skills training is improved (Christopher et al., 2022). In implementing these reforms, the education system must attend to teacher issues that include but are not limited to their achievement and performance (Godfrey et al., 2023). Teacher performance is critical to the survival of the quality of any educational system (Seth

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& Ntirandekura, 2022). Whether in an educational or corporate environment, production processes are supported by a well-streamlined system with purpose-driven employees who are willing and committed to exert their best efforts to overcome any challenges they encounter (Godfrey et al., 2023).

Therefore, every organization should be interested in stimulating employee performance through various strategies such as motivation, retention and development. These strategies should focus on employee well-being, compensation, rewards and incentives. Employee performance has become a buzzword among managers, consultants and reformers, not only for government-sponsored organizations but also for the private sector (Isaac et al., 2023). To ensure that teachers carry out their responsibilities as educators, the Ministry of Education in Uganda has put in place quality assurance mechanisms which include: Directorate of Education Standards, District Education Officers (DEO), District Inspector of Schools (DIS), School Management Committees (SMC) and annual teacher evaluation forms. Housing is generally accepted as the second most important human need after food, a basic human right and is more than shelter (Flavia et al., 2023). Housing can provide investment opportunities, offer shelter and improve the social and cultural status of employees (Musaibah et al., 2023). It is a symbol of success and social acceptance and in a certain way controls how the employee is perceived by the family and others in the community (Ntirandekura & Christopher, 2022). In many districts in Uganda, many teachers live in squatter settlements or slums with no security of tenure and poor housing services (UN-HABITANT Report, 2015). Housing is still beyond the reach of most members of the teaching profession and many families cannot afford basic and decent formal housing (Faith et al., 2023). Therefore, teachers should be provided with accommodation so that they can fulfill their duties on time.

As mentioned earlier, housing for teachers is supposed to make their work easier and more pleasant they can concentrate on their duties as educators. The teacher does not have to walk or travel a long time distance to school, which can minimize absenteeism, late arrivals; and also increases a status of teachers (Micheal et al., 2023). (Micheal et al., 2023) conducted a case study investigation to identify factors that could enable the Swazi National Housing Board (SNHB) to successfully deliver affordable housing. The study revealed that the SNHB was still struggling to meet its mandate and housing prices were still as high as private sector prices. This means that housing is still out of reach for most people in Swaziland. This study did not specifically address the issue of teacher housing, but rather its effect on teacher performance (Micheal et al., 2023).

The study revealed that housing provision in Nigeria was plagued by several problems. The study concluded that the elitist orientation of existing housing policy should be discouraged and recommended that the people for whom the houses are intended be involved in policy formulation, implementation and review. The study further proposed a gradual increase in the supply of high-quality and affordable housing units in order to alleviate problems with permanent housing. In a paper presented at the 2nd Emerging Urban Africa International Conference on Housing Finance in Nigeria led to “Challenges in providing affordable housing in Nigeria”, Andrew (2007) noted that the main problem in providing affordable housing was the lack of primary housing infrastructure such as roads, water

and electricity. It was recommended that governments provide mortgage insurance for first-time buyers who have no credit history, as well as for low-moderate income families (employees) in order to achieve the goal of affordable housing. She recommended restrictions on the import of building materials and proposed research on how to use local building materials to have affordable housing. This study differed from previous research in its main focus and geographic scope. Macoloo (2006) conducted a study on the housing of the urban poor in Kisumu, Kenya. Found out that housing problems were a derivative (income) problem. He found that housing costs were out of reach for most of the city's residents. The study recommended that planners in Kisumu experiment and popularize low-cost quality local building materials to minimize housing affordability problems. The study further recommended that councils should revise their rents to reflect the incomes of their tenants, encouraging low-income city dwellers to apply to rent in council houses. However, these studies did not show the effect of well-being on teacher performance in government-supported primary schools, rather in Rukiga District, Uganda.

Problem Statement

The study aimed at the relationship between teacher' housing and performance in primary schools in kamwezi sub county, Rukiga district, uganda

Objective of the Study

The purpose of this study was to determine the effect of teachers housing on their performance in government-aided primary schools in Kamwezi Sub- County, Rukiga District, Uganda.

Research Question

What is the effect of teachers' housing on their performance in government-aided primary schools in Kamwezi Sub- County, Rukiga District, Uganda?

Methodology

In the study, the researcher used Convergent parallel mixed methods, by merging quantitative and qualitative data thus making easy all-encompassing analysis of the research problem. The researcher using this design ordinarily collected both forms of data at roughly the same time and then assimilates the relevant collected data in the interpretation of the overall results. Contradictions in the findings will be explained or further probed in this design (Ranganathan & Aggarwal, 2019). Mixed methods involved integrating the qualitative and quantitative data in the study. The qualitative data was by open-ended thus without predetermined responses whereas quantitative data included closed-ended responses like found on questionnaires or psychological instruments. The design and its approaches were preferred for its role aimed to neutralize the weaknesses of each form of data and triangulating data sources which is a means for seeking convergence across qualitative and quantitative methods. The idea of integration of different research designs emerged and mixed methods turned towards the systematic convergence of qualitative and quantitative data (Tashakkori & Teddlie, 2010). Rukiga district was considered for the study with the following respondents' categories suggested to provide the information required. They included; sub county chiefs, Community Based Organizations (CBOs), parish chiefs, headteachers and teachers, political leaders, The total respondents' number was 27252 from whom the sample size will be selected. In the determination of sample size,

the table for sample size determination as formulated by Krejcie and Morghan (1970) was used. Data was analyzed in form of tables, frequencies and percentages using SPSS (Nelson et al., 2022)

Table 1: Sample Size Determination

No.	Respondent	Target Population	Sample Size	Sampling Technique
1	Headteachers	15	15	Purposive
2	Sub county chief	1	1	Purposive Sampling
3	Parish Chiefs	6	6	Purposive
4	Teachers	152	25	Stratified sampling
6	Political leaders	20	05	Purposive Sampling
7	Technical personnel	15	08	Purposive Sampling
8	Local members	27043	45	Stratified sampling.
	Total	27252	375	

Source: Primary Data, 2022

Results

Table 2: Correlation Analysis of Study Variables

Variables	1	2	3	4	5	6
Provision of Housing (1)	1					
Provision of Meals (2)	-.185**	1				
Provision of Medical Care (3)	-.101*	.266**	1			
Teacher Performance (6)						

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

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

The results show that teachers' performance had a significant relationship with: Provision of housing ($r = 0.122$, $P < 0.01$); Provision of Meals ($r = 0.347$, $P < 0.01$); Provision of Medical Care ($r = 0.093$, $P < 0.05$). This implies that the performance of the teachers is significantly associated with the provision of housing, meals and medical care. However, whereas the association between provision of medical care and teachers' performance was not significant, it was positive. The welfare variables in this study housing, meals and medical care therefore had a linear relationship with teachers' performance in public primary schools in Kamwezi sub county.

Status of teachers' housing in Kamwezi Sub- County, Rukiga District, Uganda

It is universally believed that housing is the second most important human need after food and it is more than shelter. It may provide investment opportunities, offer shelter and improve on an employee's social and cultural status. As noted earlier, housing teachers is meant to make their work easier and enjoyable so that they may

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concentrate on their duties as educators. The teacher does not need to walk/travel a long distance to school and this may minimize absenteeism, late coming and it also enhances a teachers' status. It was upon this background that the researcher got interested in establishing the effect of housing on the performance of teachers in public primary schools in Kamwezi Sub- County (Seth & Ntirandekura, 2022). Findings revealed that schools had enough teachers' houses, 8.6 % of the respondents disagreed while 91.4% strongly disagreed. This implied that all the respondents indicated that schools in Kamwezi Sub- County did not have enough teachers' houses. The scored mean value of schools having enough houses as indicated in was 1.09 and standard deviation was 240. This indicated that the status of teachers' housing in Kamwezi Sub- County was not satisfactory and there was no much variation in the responses. As regards all teachers' houses being in the school compound, findings reveals that 8.0% of the respondents disagreed, while 92% strongly disagreed; implying that all the respondents disagreed and the respondents scored mean value was 1.08, while the standard deviation was .271 (Anthony et al., 2023). This implies that as regards all teachers' houses being in the school compound, the status was not satisfactory and there was no much variation in the responses.

On the question of teachers' houses being outside the school compound, 10% of the respondents disagreed and 90% strongly disagreed implying that all the respondents disagreed with this sub-construct. The scored mean value was 1.10 while the standard deviation was .300, meaning that the status was still not satisfactory; there was no much variation in the responses. As is also evidenced in Table 3, 11.8% of the respondents disagreed about schools renting houses for teachers, while 88.2% strongly disagreed, implying that all the respondents disagreed. The scored mean value for this sub-construct was 1.12 and standard deviation was .322 (Moses, 2022). This implies that the status of renting houses for teachers was not satisfactory and there was no much variation in the way participants responded on this item. From this, it is possible to deduce that schools in kamwezi Sub- County do not rent houses for the teachers.

Table 3 displays the responses for the fifth sub-construct, i.e., establishing if non- accommodated teachers are regularly paid housing allowances. Those who strongly agreed were 0.2%, 9.2% disagreed and 90.6% strongly disagreed. The scored mean value for this sub-construct was 1.10, while the standard deviation was .337. This indicates that regular payment for teachers' housing was not satisfactory. It is also revealed in Table 3 on the sixth sub-construct that 6.2% of the respondents disagreed on the question of all teachers being housed by the school, while 93.8% strongly disagreed, implying that all respondents disagreed. The scored mean values for this sub-construct was 1.06 and the standard deviation was .241 (Seth & Ntirandekura, 2022). This implies that not all teachers were housed by their schools in kamwezi Sub- County. The standard deviation reveals that there was no much variation in the way participants responded on this sub-construct.

On the seventh sub-construct, i.e., the head teacher is housed by the school, the findings in Table 3 revealed that only 2.6% strongly agreed and 1.8% agreed. This implies that 4.4% of the head teachers were housed by their respective schools. Eight per cent (8%) of the respondents disagreed with this statement, 87.6% strongly disagreed and mean score value for this item was 1.06 while the standard deviation was .775. This implies that there was

limited variation in the way participants responded and the majority of the respondents disagreed with the view that schools in kamwezi Sub- County housed their head teachers. This mean value implies that the status of housing head teachers in Kamwezi Sub- County is not satisfactory.

Asked whether some teachers were housed by their respective schools, findings displays that 5.0% strongly agreed, 0.2% agreed, 30.7% disagreed, 64.1% strongly disagreed and the mean score value for this item was 1.51 while its standard deviation was .928. The implication is that only 5.2% of the total respondents agreed that some teachers are housed by their respective schools and the low mean value (1.51) indicates that the status on this item was not satisfactory and there was low variation (Jac & Kazaara, 2023).

The ninth item in this section of the question stated: “Teachers stay near the school” and the findings revealed that only 1.2% strongly agreed, 1.0% agreed, 0.4% were undecided, 43.8% disagreed and 53.6% strongly disagreed. The score mean value for this item was 1.52 and the standard deviation was .629. This was an indication that the majority (97.4%) of the respondents believed that teachers do not stay near the schools in which they work and there was low variation among the respondents (Brighton et al., 2023).

In the same Table 3, only 0.8% of the respondents agreed on the eleventh item in the questionnaire, i.e. teachers’ houses are in good condition. Over twenty-four per cent (24.7%) disagreed, 74.5% strongly disagreed and the scored mean value was 1.27 while the standard deviation was .496. This is indicative of the fact that majority (99.2%) of the respondents were aware that the few available teachers’ houses were not in good condition. The scored value of 1.27 implies that the few teachers’ houses that were available were not in satisfactory condition, while the standard deviation of .416 implies that there was no much variation in the way participants responded to this item.

As is also evidenced in the Table 3, the average mean for the first dimension of teachers’ welfare, i.e., status of teachers’ housing was 1.24 and standard deviation was .524. This implies that the situation of teachers’ housing in Kamwezi Sub- County was not satisfactory. It also implies that participants did not have much variation in their views on almost all the items on the status of teachers’ housing in Kamwezi Sub- County. They only varied on one item, meaning that their responses may be relied upon. This housing status definitely affects teachers’ performance in public primary schools in Kamwezi Sub- County.

Discussion of Study Finding

Findings revealed that housing had a statistically significant positive effect on teachers’ performance in public primary schools in kamwezi Sub- County. The findings are consistent with previous studies done by (Micheal et al., 2023), who argued that universally, housing is the second most important human need after food and it is more than shelter as it provides investment opportunities, offers shelter and improves on an employees’ social and cultural status. As indicated in chapter four, one member of the staff of DES observed: “You cannot expect a teacher who has been walking a very long distance to be very effective in his or her work. Definitely lack of enough teachers’ houses in this district has contributed to poor teacher performance in terms of late-coming, absenteeism, discipline management and ultimately poor results at national level.” The revelation is in tune with findings by (Joventia et al., 2023) who posit that housing teachers was meant to make their work easier and enjoyable so that they may

concentrate on their duties as educators. The teacher does not need to walk or travel a long distance to school and this may minimize absenteeism, late-coming and it also enhances a teacher's status. Unfortunately, schools in kamwezi Sub- County do not have enough teachers' houses and do not rent houses for their teachers. This may account for late coming among public primary schools in kamwezi Sub- County.

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

The findings about the status of housing teachers in kamwezi Sub- County are buttressed by Nhlabatsi and Dlamini (2015) who found out that SNHB was still struggling to deliver on its mandate and the housing prices were still high as those of the private sector in Swaziland. As indicated in Table 4.8, schools in kamwezi Sub- County are still struggling to have even most moderate housing for teachers. The headteacher A said: "Sincerely speaking, this district is constrained with teachers' housing. There are hardly any school staff houses to speak of. Teachers have to find their own accommodation. We are a rural district that is also poor and only depend on funds from the government; parents cannot afford to rent houses for teachers who come from far. The schools are also located in hard-to-reach areas especially in the upper part of the district. Therefore, housing teachers has an effect on the performance of their duties." The view of one of the headteacher B on housing teachers in kamwezi Sub- County as indicated in chapter four that "Housing is a serious motivator when it comes to teachers' performance. It makes the teachers respected by the community and it also gives the teachers some comfort in their work" is supported by findings of Kitunga (2009), Manzini and Gwandure (2011) who have asserted that if employees are given adequate housing, properly fed, treated fairly and if their conditions are congenial, then their performance will be high. Findings corroborate with the UN-HABITANT Report (2015) which revealed that housing was still beyond the reach of most members of the teaching profession and many families did not afford basic and decent formal housing. The findings are also in tandem with findings by Lyimo (2014) in a study on teachers' payments in secondary schools in Moshi, Tanzania, which established that there was lack of adequate teacher housing which had forced many of them to stay away from school in rented houses and they were dissipating their energies on second jobs and moonlighting.

The findings are also buttressed by (W. Paul & Kazaara, 2023) who found out that enhancement of rent allowances (Housing) was a strong predictor of teachers' effectiveness in Rivers State primary schools in Nigeria. Similar to the findings is the work of Adelabu (2005) in Nigeria which found out that the majority of teachers did not receive housing loans and this had de-motivated them in the performance of their work. Findings in Table 2 corroborate (Winny et al., 2023) who studied teacher motivation and incentives in Malawi where he discovered inadequate housing for both primary and secondary school teachers within commuting distance from most schools. The findings are in line with Mulkeen (2005) who posits that there is a strong relationship between housing in an area and presence of teachers and their retention.

The findings are also supported by (Christopher et al., 2022) who argued that teacher transfer requests could be minimized in secondary schools in Suba District in Kenya if electricity and housing were made available to teachers. This is in tune with Head teacher SH17 who said: “Housing has a bearing on teachers’ performance. When teachers stay in school or near the school, they will come early, leave late, and will be available to guide and counsel the pupils on discipline and academic work. The time they spend walking would be saved to make their lesson plans and do the scheming, mark pupils exercise books or even rest or be involved in co-curricular activities. It is a pity that this does not happen and the district bosses don’t seem to be concerned.”

Conclusion

It was concluded that housing has a statistically significant effect (0.006 at $p < .05$ level) on teachers’ performance in public primary schools in Kamwezi Sub- County. That schools in Kamwezi Sub- County did not have enough teachers’ houses. There was lack of adequate teachers’ housing which had forced many of them to stay away from school in rented houses. Schools in Kamwezi Sub- County were found to be still struggling to have even most moderate housing for teachers.

From the findings of the present research, it is concluded that an improvement in the provision of teachers’ housing leads to a significant increase in teachers’ performance. Unfortunately, primary schools in Kamwezi Sub- County did not have enough teachers’ houses and do not rent houses for their teachers. Thus, if schools want to increase teachers’ performance, they need pay much attention to construction of more teachers’ houses at school.

Recommendation

From the study findings about the effect of housing on teachers’ performance in public primary schools in kamwezi Sub- County, the researcher made the following recommendations:

- To increase teachers’ performance, it is recommended that education policy makers, implementers and managers pay much attention to the provision of teachers’ housing at school in public primary schools in kamwezi Sub- County.
- There should be a teachers’ housing policy on all public primary school teachers.

There should be a deliberate effort by all education stakeholders to construct more houses for teachers in public primary schools in kamwezi Sub- County to address the issue of inadequate teachers’ housing and consequently teacher absenteeism in all its forms.

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