

**Teachers' Welfare On Teachers' Productivity In Secondary Schools In Uganda; The Case Of Selected Schools
In Nabweru Sub County Wakiso District**

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Abstract

The success of any students depends on the available resources received by his or her teachers. This qualitative study examined the influence of teachers' welfare on teachers' productivity in secondary schools in Nabweru Sub county Wakiso district. The study was guided by Mendoza's in-put –out put model which emphasizes that like any social system, education system also involves inputs, processes, out puts and feedback. The study looks at teachers as inputs, process and feedback who are ignited to deliver information or service to students as out puts and further more identifies teachers' performance as output. 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 productivity 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 Nabweru Sub county Wakiso district. The study adopted a descriptive research design with both qualitative and quantitative methods of data collection with a population of 129 respondents including head teachers, deputy head teachers, directors of studies, teachers, parents, division education officers and school boards of directors. The study revealed that welfare has appositive relationship to teachers' productivity, where teachers' welfare factors are considered positive, it was observed to have a direct positive effect on their performance. However, teachers' welfare may not only be the factors contributing to teachers' poor productivity. Basing on the findings, the study recommends policy makers, implementers and managers to pay much attention to teachers' welfare factors as the main drivers of teacher performance among all private and public senior secondary schools not only in Nabweru sub county hut also in Uganda as a whole.

Keywords: Teachers, Welfare, Teachers, Productivity and Secondary Schools

Background to the study

Productivity is the activity in which an individual is able to successfully complete the task assigned to him. It refers to the modification of work behaviors, outcomes, and activities to achieve results or outcomes (Winny et al., 2023). However, in schools, teachers are prepared to adjust their behavior and actions to enable better student performance.

The Council of Ntho and Lesotho (Margaret & Kazaara, 2024) stated that teachers are a critical resource and key determinant of quality education and if they are not motivated then development in the country is doomed because education is a key tool for social, economic and political transformation (Victoria et al., 2023).

In a school context, (Richard et al., 2023) defined teacher well-being as referring to teacher health, happiness and safety, although it does not provide what teacher (Anthony et al., 2023) defined teacher well-being as maintaining health. and a good attitude of the teachers. They referred to better working conditions for teachers in terms of their welfare or anything done for the good of teachers, for their comfort and improvement beyond their salary or wages (Godfrey et al., 2023).

The conditions include the availability of services, facilities and equipment in or around the school so that teachers can carry out their work in a healthy environment that contributes to the good health and high morale of teachers and their families in the broadest sense, as teachers are a central actor in the learning process, which takes place in schools. Teachers are powerful tools for improving the quality of education through effective classroom practices (Emmanuel et al., 2023). (Anthony et al., 2023) studied the social security of teachers in Uganda and found that it started earlier and is expanding rapidly by 81% as it becomes a job of last resort among university graduates and secondary school graduates. As a result, teachers often lack a strong long-term commitment to learning as a profession (Anthony et al., 2023).

(Ntirandekura et al., 2022) studied the effect of teacher welfare on teacher performance in Kampala District, Kawempe Division and found that the welfare package for teachers is critical to the survival of the objectives of any education system. Several other studies have been conducted in Uganda, but none have been conducted to investigate the effect of teacher well-being on teacher productivity in Wakiso District under Nabweru County, hence this study fills a gap.

Statement of the problem

It has been observed that teacher performance worldwide is deteriorating (Richard, 2022). Their performance is characterized by absenteeism, insufficient school materials, poor teaching methods, poorly motivated and unprofessional teachers, teacher absences and faulty teaching; while teachers' status and working conditions are also deteriorating (Nelson, 2024). Poor teacher contributions depend on low levels of motivation from their employers. Teachers really need to be cared for before they can do their jobs. Then we can achieve high standards of education (Suzan & Gracious Kazaara, 2023). Over the years, there have been several records of teacher strikes and poor teacher performance in our education sector, particularly in secondary schools (Christopher et al., 2022). Teacher well-being has been identified as one of the most critical factors in teacher success and failure. Teacher welfare contributes to teacher performance. The low productivity of secondary school teachers is attributed to several factors, including poor working conditions, delays in teacher salaries and allowances, failure of the government to ensure regular promotions, poor school learning environment, among others inappropriate national education policies (Moses, 2023). All these factors complicate our education system and therefore lead to low teacher productivity in Uganda (Lydia et al., 2024). In most secondary schools in Uganda, teachers face many problems, from poor social conditions and poor school organization. Therefore, for secondary school teachers to be productive, they must be respected through the appropriate provision of social benefits (Seth & Ntirandekura, 2022). Therefore, there was a need for this study to conduct research on the effect that teacher well-being has on improving teacher productivity in Uganda, specifically in Nabweru District, Wakiso District (Seth & Ntirandekura, 2022).

Objectives of the study

1. To examine the relationship between teachers' welfare and teachers' productivity among secondary schools in Nabweru sub county.
2. To determine other factors that cause poor productivity of teachers among secondary schools in Nabweru sub county Wakiso district.
3. To identify solutions that are put in place to solve school welfare related factors in order to improve teachers' productivity in Nabweru sub county Wakiso district.

Methodology

(Olanrewaju et al., 2021a) 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. The study adopted a descriptive survey research design with both qualitative and quantitative approaches.

According to (Jallow et al., 2021) population is a group of individuals, objects or items from which samples are taken for measurements. The target population for the study consisted of secondary school head teachers, deputy head teachers, Directors of studies, teachers, and education officers at Nabweru sub county, members on school's board of committees. Depending on the data gathered and analyzed (A & Ahmed, 2019). Using this, the researcher sampled 20 head teachers and 20 deputy head teachers using stratified random and purposive sampling, 40 teachers using cluster sampling and simple random sampling, 20 directors of studies by the use of stratified sampling method, 2 sub county education officers using purposive sampling method and 18 school board of directors by the use of cluster and purposive sampling method (Rasheed et al., 2022).

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The study targeted 142 respondents who were sampled as illustrated in table 1 below.

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
Division education officers	6	Purposive
School board of directors	18	Cluster sampling
Parents	18	Simple random sampling
Total	142	

Data was collected using both primary source and secondary source. Primary data was collected by the use of questionnaires and interview guides which were administered to respondents since they were the ones to give firsthand information on the subject under study (Rasheed et al., 2022). Secondary data was got from sources like; Annual reports and Journal articles at Nabweru sub county, school teacher's reports and internet (Nafiu, 2012).

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 (Nafiu & Ph, 2012).

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 is unique to the researcher and there is no altering of the data. There are many methods of primary data but the study focused on interviewing and questionnaires (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 questionnaires as the main method of data collection (Nafiu et al., 2012).

Interviewing involved asking questions and getting answers from participants through a process of face to face and group interviewing.

(Olanrewaju & Abiodun, 2021), secondary data method collects data from primary sources which can be used in the current research. This method took considerably less time than collecting primary data. Secondary data was obtained from two different research strands namely:

Quantitative secondary data was got from teachers' pay slips, allowance record books, division journals among others. Qualitative data was got from semi-structured and structured interviews, focus groups transcripts, observation records and other personal research related documents related to the study. An open and close ended questionnaire and self-

administered questionnaires were administered to respondents (Jallow et al., 2022). The questionnaires aimed at answering questions in line with the objectives of the study. The study employed a 5-point Likert scale to measure the variables which are welfare and teacher's productivity to come up with findings. The scale ranged from strongly agree to strongly disagree (Strongly agree, Agree, not sure, Disagree, and strongly disagree) (Nafiu & Ph, 2012).

Editing of collected data was done to make data ready and simpler for presentation. The filled questionnaires were edited one by one to correct errors done by the respondents (Olanrewaju et al., 2021b). Data was edited in order to check for accuracy, completeness, consistency and uniformity. Edited data was analyzed by both quantitative and qualitative methods (Nafiu et al., 2013). Quantitative data was be grouped and statistical description such as tables showing frequencies and percentages for better interpretation were used (Nafiu, 2012). 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. Interpretation and discussion of the results was done by the researcher explaining the strength of the study variables basing on the frequencies and percentages. Statistical conclusions were made during interpretation of the study.

RESULTS

Table 2: Relationship between teacher's welfare and teacher's performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573	.357	.345	.66021
a. Predictors: (Constant), teacher's welfare				

Coefficients					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	1.4455	.167		4.656
	teacher's welfare	.523	.072	.582	6.821
a. Dependent Variable: Teacher's performance					

Source: Primary Data 2023

Starting with the model summary, the correlation coefficient (R) is 0.66021, indicating a strong positive relationship between teacher's welfare and their performance. The R Square value is 0.573, meaning that 57.3% of the variance in teacher's performance can be explained by teacher's welfare. The Adjusted R Square, which adjusts for the number of predictors in the model, is slightly lower at 0.357, but still signifies a substantial explanatory power. The standard error of the estimate is 0.345, suggesting a moderate level of dispersion around the regression line. Examining the coefficients table, we see that the constant (intercept) value is 1.4455 with a standard error of 0.167. This constant represents the expected value of teacher's performance when teacher's welfare is zero. The t-value for the constant is 4.656, and the associated significance level (p-value) is 0.040 (Nelson et al., 2023).

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Table 3: 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	%	f	%
Our school has no enough physical facilities.	14	11	29	22	5	4	62	48	19	15
Inadequate qualified teachers.	81	63	31	24	8	6	9	7		
Poor school leaders and parents.	51	40	41	32	3	2	31	24	3	2
Inadequate school laboratories.	67	52	42	33			18	14	2	1
Poor time management of teachers and students.	34	27	45	35	29	22	21	16		
Low teachers' level of education.	31	24	86	67	9	7	3	3	2	
Low occupational positions of parents.	51	39	68	53	10	8				
Students constantly are sent back home for school fees.	101	78	23	18	5	4				

Source: Primary source 2023

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 3, 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 Nabweru sub county. The scored results imply that the physical facilities in senior secondary schools in Nabweru Sub County were not satisfactory. The second sub-construct stated: Inadequate qualified teachers. The findings in Table 3, revealed that 81 (63%) strongly agreed, 31 (24%) agreed, 8 (6%) undecided 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 Nabweru Sub County Wakiso district (Ntirandekura et al., 2022).

As regards Poor school leaders and parents, Table 3, reveals that 51 (40%) of the respondents strongly agreed, 41 (32%) agreed, 3 (2%) undecided 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.

On the question of Inadequate school laboratories, 67 (52%) strongly agreed, 42 (33%) agreed while 18 (14%) disagreed and 2 (1%) strongly disagrees implying that majority 100 (83%) of the respondents agreed with this sub-construct.

As is also evidenced in Table 3, 34 (27%) of the respondents strongly agreed about Poor time management of teachers and students, 29 (22%) were not sure of the statement while 21 (16%) disagreed, implying that majority the respondents 79 (62%) agreed.

This implies that time management of teachers and students in senior secondary schools in Nabweru Sub County were not satisfactory.

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Table 3, displays the responses for the sixth sub-construct, i.e. low teachers' level of education. Those who strongly agreed were 31 (24%) 86 (67%) agreed, 9 (7%) undecided while 3 (2%) disagreed. The scored result for this sub-construct was agreed. This indicates that teachers' level of education was not satisfactory.

It is also revealed in Table 3, on the seventh sub-construct that 51 (39%) of the respondents

Strongly agreed on the question of low occupational positions of parents, 68 (53%) agreed while 10 (8%) never decided. The scored results for this sub construct were agreed.

This implies that majority of parents with children in senior schools in Nabweru Sub County are employed in low status positions.

On the eight sub-constructs, i.e. Students constantly are send back home for school fees, the findings in Table 3, revealed that only 101 (78%) strongly agreed, 23 (18%) agreed while 5 (4%) never decided however none of the respondents disagreed. This implies that 124 (96%) of the respondents agreed. This scored result implies that students among senior secondary schools in Nabweru Sub County are constantly sent back home for school dues and the result of this activity is satisfactory to teachers' performance.

Solutions to other factors

Table 4: Solutions to welfare related factors

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

Source: Primary source 2023

As it can be seen from Table 4 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

Nabweru Sub County 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 teachers' salaries encourage them to spend most of their time at school.

Table 4, also reveals that respondents' views on the second item, i.e. „the school should try to maintain school environmental factors“, the findings reveal that 37 (29%) strongly agreed, 29 (22%) agreed, 45 (35%) undecided 18 (14%) disagreed. The majority of the respondents 66 (51%) felt that the schools in Nabweru Sub County should maintain school environmental factors. The scored results for this item show that the status of school's environment in Nabweru Sub County was alarming.

In Table 4 above, the third sub-construct, i.e. „,teachers should try to complete their syllabuses in time“ 54 (42%) of the respondents strongly agreed, 61 (47%) agreed, 3 (2%) undecided while 11 (9%) disagreed with this statement. The scored results for this subconstruct was 115 (89%) in favor of agree, implying that teachers in Nabweru Sub County do not complete their syllabuses in time to enable them revises their coverage as much as possible.

As it is can be shown from Table 4 considering school management to supervise teachers' activities always, the findings revealed that 54 (42%) strongly agreed, 31 (24%) agreed while 29 (22%) disagreed and 15 (12%) strongly disagreed with this statement, implying that in the sampled school in this study, management did not supervise their teachers effectively. The scored results for this item was agree, still indicating a non-satisfactory performance of teachers since even the school management is among the teaching staffs.

As regards teachers to poses some sufficient degree of experience, 41 (32%) strongly agreed and 88 (68%) agreed. The respondents scored results for this item all agreed to this statement. This implies that all the sample respondents believed that teachers need to poses some bit of experience.

When we come to the sixth item i.e. schools should hire trained pre-service training personnel's, 37 (29%) strongly agreed, 69 (53%) agreed, 19 (15%) undecided and 4 (3%) disagreed and the respondent scored result for this item was agree, implying that teacher performance on this item was not satisfactory. This is in line with the sub-constructs presented above as teachers need to poses some sufficient degree of experience.

Furthermore, Table 4 reveals that most respondents 93 (72%) strongly agreed with the statement that school the school should provide classroom furniture to teachers and 36 (28%) agreed to the statement. This revelation is consistent with findings from the second subconstructs in the same table which have revealed that the school should try to maintain school environmental factors of which furniture is among the factors. The respondents' scored results for this sub-construct were agree with all respondents, implying that the status was not satisfactory as far as teacher's furniture among schools in Nabweru Sub County. Since the schools that participated in the study are found in slum areas, the research

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was interested in establishing if these schools provide textbooks to their teachers. The findings in Table 8 revealed that all respondents 129 (100%) strongly agreed that schools should provide their teachers with text books. This signified that all schools in the sub county did not provide text books to their teachers even though they are found in urban areas of Kampala Metropolitan area.

Conclusions of the Study

Findings revealed that enough school physical factors statistically had significant positive effect on teachers' performance in senior secondary schools in Nabweru Sub County Wakiso district. These physical factors include green environment, teachers' relationship to their fellow teachers, students and the administrators. Lack of facilities may result to a negative relation between teachers, school heads and students which may end up contributing to poor performance of teachers in time of school attendance and consultation among fellow teachers.

The study concludes that inadequate qualified teachers in Nabweru Sub County are one of the other factors contributing to teachers' performance. Schools heads at times higher school drop outs to teach their students. This is lined in an act of looking for cheap labor force to offer a service that is meant to be offered by the qualified personnel.

The study furthermore, concludes that senior secondary schools in Nabweru Sub County are fully occupied by poor leaders and accompanied by students from poor families. This low economic status of both school leaders and parents inflict a conflict result to payment of school fees which influence a negative effect to the payment of teachers' salaries which may result to teacher attrition.

Furthermore, the study concludes that senior secondary schools in Nabweru Sub County are faced by inadequate school laboratories. This observation as related to above conclusion is looked at as a result of the economic status of most schools, their leaders and parents. This is further more linked to inadequate space to cater for the laboratory space (room) with in these schools.

From the literature review in chapter two, time is seen as a factor of general concern in any activity. Senior secondary teachers in Nabweru Sub County did not consider time management as one of the requirements required to perform their duties. This factor at times is seconded by students who also reach their school late. The study further more notice that during rainy season teachers do not even reach their schools because of the un passable roads.

The study on the objective finally concludes that the poor performance of teachers in Nabweru Sub County is also linked to the failure of parents to complete their students' fees in time. The study concludes that failure of students to complete their fees earlier will result to failure of teachers in Nabweru Sub County.

Recommendations from the Study

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

From the study findings about the relationship between welfare of teachers and teachers' performance in senior secondary schools in Nabweru 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 Nabweru Sub County.

There should be a classroom policy on all senior secondary schools in Uganda. There should be a deliberate effort by all education stakeholders to address classroom problems and failure of teacher to attend and complete the required in the classroom.

The study recommends that schools in Nabweru Sub County should take much concern on school physical factors such as green environment, teacher relationship with the school administrators and the parents.

The study recommends school management to hire qualified, skilled and experienced teachers to work in their schools than looking for unqualified, unskilled and experience teachers who do not pose the required knowledge and skills needed to deliver the necessary service to students.

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