

The Influence of 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.

Key Words: Welfare and Productivity

Background to study

The role of teachers is crucial for the survival of the performance of every educated student. Whether in an educational or corporate environment, production processes are supported by a well-streamlined system, goal-oriented employees who are willing and committed to exert maximum production quality (Loyce, 2023). A teacher competency profile has been created which includes knowledge, skills and values, professional ethics, leadership, research, community relations, reflection and development, collaboration and teamwork, the introduction of tailored performance targets for principals and their deputies through the signing of performance agreements. with their teachers to ensure efficiency and better student achievement(Alefari et al., 2020).

According to (Jauharah & Kenneth, 2023), employee well-being emerged from early empirical considerations addressed by social practitioners to the more theoretical interest of industrial economists, factory owners and behavioral scientists, before being pushed aside through a shift of interest from industrial relations. to the current management of human resources (Jauharah, 2023). Employee well-being is the result of the struggle for better and more efficient management in industries and from a human perspective. From factory workers, concern for employee

welfare has spread to all types of workers in all professions such as education, health, security, and more (Niyonzima, 2023).

Initially, social security for employees was initiated on a voluntary basis, but the consequences of the First World War of 1914-1918, the subsequent world economic depression, caused the International Labor Organization (ILO) to compel employers, governments, industrialists, trade unions and academics. to take an interest in welfare services and measures, which made the welfare of employees a key concern (Christopher et al., 2022). A survey conducted by (Mugambwa, 2018) in Uganda showed that only 13 percent of respondents said they did not enjoy teaching, although almost one-third said they did not intend to stay in the teaching profession because they were not motivated. In similar studies conducted in Uganda by (Margaret, 2023) where teachers were interviewed, 80 percent of teachers said they did not want to be teachers because of the poor motivation of the teaching profession.

Theoretically, (Catherine et al., 2023) study cites Mendoza's 1973 input-output model which emphasizes that, like any other social system, the educational system involves inputs, processes, outputs and feedback. Inputs are people (teachers, administrators, and casual workers), materials are buildings, equipment, and funds, while symbolic includes policies, rewards, and salaries, among others (Christine et al., n.d.). These inputs are processed in accordance with the objectives of the system to obtain the outputs, which are student performances. Student performance can be obtained through the acquired or acquired skills and knowledge (Wadood et al., 2018a). The model suggests that there must be a continuous supply of inputs from the environment to ensure system continuity. On this basis, this study suggested that the availability of resources is of great importance to teacher productivity. In the school context, (Godfrey et al., n.d.) defined teacher well-being as referring to teacher health, happiness and safety, although it does not provide what constitutes teacher happiness, and Rajkuar et al., (2014) defined teacher well-being as maintaining the health and good attitude of teachers. They referred to better working conditions of teachers in the sense of their welfare or anything done for the good of teachers, for their comfort and betterment beyond their pay or salary.

Statement of the problem

It has been observed that the performance of teachers worldwide is deteriorating. Their performance is characterized by absenteeism, insufficient school materials, poor teaching methods, poorly motivated and unprofessional teachers, teacher absenteeism and rot teaching; the status of teachers and working conditions are also deteriorating. Poor teacher contributions depend on low levels of motivation from their employers (Wadood et al., 2018b). Teachers really need to be cared for before they can do their jobs. Then we can achieve high standards of education. Over the years, there have been several records of teacher strikes and poor teacher performance in our education system, especially in secondary schools. Teacher well-being has been identified as one of the most critical factors in teacher success and failure. Teacher welfare contributes to teacher performance (Gideon, 2023). The low productivity of secondary school teachers is determined by several factors, including but not limited to poor working conditions, delays in teacher salaries and allowances, failure of the government to ensure regular promotions, poor school learning environment, inappropriate national education policies. All these factors have weakened our education system and therefore led to low teacher productivity in Uganda. 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

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the appropriate provision of social benefits. 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. The researcher processed the raw data collected from the field. This will be done through editing, coding, analysis and data coding. Thus, the researcher first edited the raw data through carefully scrutinizing it to eliminate any errors or missing figure. Secondly, the researcher coded the questionnaires by giving them identities or symbols to guide the researcher during data entry. The data was coded in SPSS to generate analysis, demographic traits of the respondents were determined by frequency and percentages while the objectives of the study were analyzed using descriptive statistics of frequency and percentages (Nelson et al., 2022). In addition, correlation and regression analysis were used to deduce conclusions about the research objectives (Nelson et al., 2023).

Objective of the study

The objective of the study was divided into major and specific objective

Purpose of the study

The purpose of this study was to examine the influence of teachers' welfare on teachers' productivity in Uganda.

Objectives of the study

The study was guided by the following research objectives:

- i. To examine the relationship between teachers' welfare and teachers productivity among secondary schools in Nabweru sub county.
- ii. To determine other factors that cause poor productivity of teachers among secondary schools in Nabweru sub county Wakiso district.
- iii. 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.

Research questions

The study was guided by the following research questions:

- i. What is the relationship between teachers' welfare and teachers' productivity among secondary schools in Nabweru Sub County?
- ii. What are other factors that cause poor productivity of teachers in Nabweru sub county Wakiso district?
- iii. What solutions are put in place to solve school welfare related factors in order to improve teachers' productivity in Nabweru sub county Wakiso district?

Methodology.

The study adopted a descriptive survey research design with both qualitative and quantitative approaches. 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 schools board of committees.

Depending on the data gathered and analyzed. 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. 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. Secondary data was got from sources like; Annual reports and Journal articles at Nabweru sub county, school teacher's reports and internet. 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. Edited data was analyzed by both quantitative and qualitative methods. Quantitative data was be 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

Table 2: 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	2.3	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 7, 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 7, 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. 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.

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 7, 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.

Solutions to other factors

To provide answers to this research question, the respondents were made to answer a fivepoint likert-scale questionnaire constructed on a five Likert scale ranging from strongly agree (1), agree (2), not sure (3) disagree (4) and strongly disagree (5). The responses were then categorized into three main divisions: “agree” “not sure” and “disagree”. The analysis of their responses is presented in table 7.

Table 8: Solutions to welfare related factors

Statement	SA	A	UD	D	SD
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		f	%	f	%	f	%	f	%	f	%
1.	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 8 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 encourages them to spend most of their time at school.

Table 8, 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 schools environment in Nabweru Sub County was alarming.

In Table 8 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 favour 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.

Furthermore, Table 8 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 teachers furniture among schools in Nabweru Sub County.

Discussion of findings

The study found out a positive relationship between welfare of teacher and teachers' performance in Nabweru Sub County. This positive association is related to prompt payment of teachers' salaries, housing allowance, medical allowance, labour leaves, teacher appraisals among other factors which boosted teachers to spend the required time in class and attend school earlier on every day basis. Nabweru sub county being one of the sub county in Wakiso district, majority of the parishes are located in slums areas, there are other factors that may hinder teachers from reporting at school on time and other factors may include rain conditions, traffic congestion among other factors but due to the fact that most of them are paid high salaries they are committed to teach effectively.

According to the research question the researcher found out that there are other factors contributing to the poor performance of teachers in Nabweru sub county and these factors may include: lack of enough school physical factors, Inadequate qualified teachers, Poor school leaders and parents, Inadequate school laboratories, Poor time management of teachers and students, low occupational positions of parents and students are constantly sent back home to collect school fees.

One of the way forward for teachers to improve their performance, encourage school management to increase on teachers' salaries to encourage them spend more time at school. To hire teachers who are poses some bit of qualification and encourage them to participate in training camps to poses new more skills. Schools should provide classroom furniture to teachers separate from those of students, provision of text books to teachers since most of the text books are expensive to be afforded by an individual.

Conclusions of the Study

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

The first objective of the present research was to establish the relationship between teachers' welfare and teacher performance in senior secondary schools in Nabweru sub county Wakiso district. And the first research question as earlier noted was framed as what is the relationship between teachers' welfare and teacher performance in Nabweru Sub County Wakiso district?

It is concluded that teachers in senior secondary schools in Nabweru Sub County spend their expected time in class teaching. There was utilisation of classroom time by teachers. Schools in Nabweru Sub County were found to be paying higher salaries to teachers who spend high time in classroom.

The second objective of the present research was to establish the welfare related factors contributing to teachers' poor performance in Nabweru sub county Wakiso district. The second research question was what are other factors contributing to poor teacher performance in senior secondary schools in Nabweru sub county Wakiso district?

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's.

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.

Recommendations from the Study

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

- i. 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:
- ii. 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.
- iii. 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.
- iv. 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.
- v. The study recommends school management to hire qualified, skilled and experienced teachers to work in their schools than looking for un qualified, un skilled and experience teachers who do not pose the required knowledge and skills needed to deliver the necessary service to students.
- vi. The study recommends a general teacher salary policy among senior secondary school teachers.

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