

**WELFARE AND PERFORMANCE OF PUBLIC PRIMARY
SCHOOL TEACHERS IN BUGISU SUB REGION IN
UGANDA**

**BY
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DECLARATION

I Kigenyi Erisa Mazaki hereby declare that the best of my knowledge this proposal entitled Welfare and Performance of Public Primary School Teachers in Bugisu Sub-region in Uganda is my original work and has not been presented to any institution for any award before.

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APPROVAL

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List of Abbreviations / Acronyms

| | | |
|------|---|----------------------------------------------|
| AIDS | - | Acquire Immune Deficiency Syndrome |
| CVI | - | Content Validity Index |
| D.V | - | Dependent Variable |
| DES | - | Director of Education Standards |
| DIS | - | District Inspector of Schools |
| DEO | - | District Education Office |
| HIV | - | Human Immune Deficiency Syndrome |
| I.V | - | Independent Variable |
| NAPE | - | National Assessment of Progress in Education |
| PTA | - | Parent Teacher Association |
| SMC | - | School Management Committee |
| USE | - | Universal Secondary Education |
| UPE | - | Universal Primary Education |
| UNEB | - | Uganda National Examinations Board |

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study will examine the effect of welfare on the performance of public primary school teachers in Bugisu sub region. It has been observed that the situation of teachers over the world is deteriorating; the status of teachers and working conditions too are getting worse (Kitunga, 2009). This chapter will deal with the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, hypotheses, the conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions.

1.2 Background to the Study

The performance of employees is critical to the survival of the production process in organizations (Namuddu, 2010). Whether in educational or corporate settings, it is with array that such production processes are supported by a well streamlined and purpose driven human labour which is willing and determined to challenge its self to the maximum to meet set challenges (Emojong, 2004). In the general view, organizations should have interest in igniting this fire through different strategies such as motivation, retention, and development. Among these are: remuneration, compensation, incentives and welfare. The welfare strategy is considered vital because the quality of teachers is crucial to any education system (Kitunga, 2009). 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 for the achievement of this objective (Nsubuga, 2008). Since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their skills' training improves (Bitamazire, 2011 in Ochwo 2013). While implementing these reforms, one aspect the education system needs to care about is teacher issues which includes but not limited to welfare and teacher performance (Nsubuga, 2008). Under this section, the historical, theoretical, conceptual, and contextual perspectives about

welfare and performance of teachers are introduced to provide a comprehensive background for the study.

1.2.1 Historical Perspective

Employee performance may be traced in the period of scientific management when early theorists promoted the ideals of setting performance standards and measuring work. The question of measuring work came along with the modern study of public administration when people started advocating for rational, scientific management principles designed to improve community service (Romero, 2004). Employee performance was being undertaken a long time before the world wide movement of New Public Management. But with the emergency of New Public Management, performance became more pronounced because of the demand for transparency and appropriate managerial methods of controlling and managing administrations in order to have value for money in the public sector. Performance appraisal systems have kept changing over the last 60 years from emphasis on the employee through focus on the job and a recent return to the employee. Early employee performance was concerned with simply ranking and comparing individual employees but due to inherent weakness of such a system, researchers made a transition to job related performance assessment leading to development of sophisticated models for understanding employee performance appraisal (Welbourne, Johnson, Erez, 1998). Today, employee performance has become a common phrase among management scholars, consultants and reformers, not only for public organizations bu

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It also for the private sector (Hilgers, 2010). To ensure that teachers perform their duties as educators, the Ministry of education in Uganda has put in place quality assurance measures which include; the directorate of education standards, District education officers, District inspectors of schools and school management committees and annual teacher appraisal forms. These are meant to ensure that teachers perform to their best and value for public money spent on public primary education (Oonyu, 2012).

On the other hand employee welfare can be traced from the industrial revolution in European countries and managers throughout the world have used it to enhance workers performance since then (Kaur, 2012). According to Arena (2013) the concern for employee welfare was an effect of the industrial revolution on workers working conditions. The social effects of the industrial revolution on factory workers were at times inhuman as it made their daily life to be arranged by factory hours in order to increase employee productivity. The inhuman effects of the industrial revolution were accompanied by techniques of scientific management that were initiated by Frederick Taylor. Taylor (1911) in Arena (2013) argued that scientific management was away to increase workers wellbeing, but this claim contradicted the rigidity and bureaucracy imposed by scientific management.

British economics scholars were critical of scientific management techniques due to its effects on human beings and its unfairness with regard to the employees (Caldari, 2007). With increasing employees problems characterized by high turnover, absenteeism, and low morale, employers, trade unions, economists, psychologists, and other scholars became more concerned with the impact of social considerations of the workers. Employee welfare emerged from early empirical considerations addressed by social practitioners to more theoretical concerns by industrial economists, factory owners and behavioral scientists before being put aside through the shift of interest from industrial relations to present day human resources management. As Kaur (2012) puts it, today's employee welfare has been an outcome of a struggle for better and more efficient management in industries including the human angle. From the factory worker, employee welfare

concerns have spread to all types of workers in all professions. In the beginning, employee welfare was started on voluntary basis but the effects of the first world war of 1914-1918, and the world Economic depression that followed and the work of the ILO, made employers, governments, industrialist, trade unions and academicians to take keen interest in labour welfare services and measures. The moral pressure built up by the ILO and industrial unrest of the time made employee welfare a key concern (Souza, 2009).

School education in Uganda was introduced by missionaries in 1877 and was modeled along the British system of education because Uganda was a British protectorate from 1894 until 1962 when it attained her independence. During that time, teachers were held in high regard and their welfare included; housing, medical care, bread and tea during break time and the school environment was largely conducive for teachers to perform their duties as educators. The period of 1971-1979, however affected all sectors of life including teacher's welfare. This period was characterized by insecurity, breakdown of economic activities, brain drain, and a decline of social services leading to poor teacher welfare. Parents had to step in and this led to the formation of parents and teacher associations (PTA) which introduced charges that helped to reduce the financial burden of the teachers' welfare (Aguti, 1996, Okuda, 2014). With the introduction of universal primary education in 1997, the PTA charges were abolished in public primary schools in rural areas and the government undertook to cater for the welfare of teachers (Oonyu, 2012).

1.2.2 Theoretical Perspective

The theoretical understanding of employee performance goes beyond record auditing of the evidence of what the employee does. Employee performance evaluations serve as a vital component, one that is of interest to both the organization and the employee (Namuddu, 2010). There are some theoretical justifications put forward (Souza,2009) which prompt employers to provide various welfare activities and these include the policing theory, the religious theory, the philanthropic theory, paternalistic theory, placating theory, public relations theory, social theory, and the functional theory (Aswathappa,2008,Raika,1990).

The functional theory of welfare is also known as the efficiency theory of labour. According to this theory, welfare services are provided in order to increase the productive efficiency of the employees (Aswathappa, 2008). Welfare activities are undertaken by employers in order to secure, increase and preserve employee efficiency (Aswathappa, 2008). It is believed that if employees are given adequate housing, properly fed, treated fairly and if their conditions of work are congenial, then their performance will be high (Kitunga, 2009).

Welfare and teacher performance can be linked to Fredrick Herzberg (1959) Two Factor theory. Herzberg states that there are certain factors in the work place that can cause job satisfaction while others cause dissatisfaction. Herzberg divided the factors into motivating and hygiene factors. The motivating factors are strong contributors of job satisfaction and include things like challenging work, recognition and responsibility (Nairuba, 2011). The hygiene factors however, are not strong contributors of job satisfaction but must be present to meet workers expectations and prevent job dissatisfaction. Hygiene factors include things like provision of employee accommodation, break tea, lunch, and medical support to ensure that an employee is not dissatisfied and ultimately promote effective employee performance (Namuddu, 2010). Given that welfare in the present study will be focused on provision of staff housing, staff meals at school, medical care, allowances and the school environment, it can be noted that from a theoretical perspective, the Herzberg theory greatly contributes to understanding and shapes the study.

1.2.3 Conceptual Background

The word performance may mean different things to different people depending on the perspective from which one approaches it. It may imply efficiency, economy, results, or return (profits) on investment (summermatter & siegel,2009). Some scholars (Armstrong, 2003; Feng, 2010) have viewed performance as the behavioral aspect that defines the way in which organizations, teams and individual employees get work done; it is the output record of a specific job function or

activity at a given time(Armstrong, 2003). Performance is the degree to which an employee and organizational goals are met(Feng,2010). It comprises both behaviour and outcomes (Armstrong, 2003; Feng, 2010). Behaviour comes from the worker who transforms performance from abstraction into action leading to outcome (Kalyani, 2006). Feng (2010) opines that performance can be viewed from three different angles, that is, results oriented performance, conduct oriented performance and the integration of conduct and result oriented performance. While Bouchaet & Halligan (2008) in Summermatter & Siegel (2009) view performance in the public sector from three levels, that is; micro performance that refers to individual public sector organizational performance, the meso performance which refers to performance of a policy and macro performance which refers to performance of the government as a whole. Performance is undertaken to mean economy, efficiency, effectiveness and return on investment (OECD, 1994). Several researchers throughout the evolution of organizational theory have focused on the best way to measure individual and organizational performance and realized that it is a dynamic concept that varies across geographical space, time and scholarly schools of thought. Performance and its crucial dimensions changes and differs over time and space depending on the relations between inputs, activity, output and effect (Summermatter & Siegel, 2009). Summermatter & Siegel (2009) analyzed over 300 papers from 14 journals and found out that the word performance as applied in management has several dimensions, subsumed terms and categorizations. The categorization shows that performance is a multi-dimensional concept that is applicable to governments, government agencies, policies, projects, processes, programmes, industrial establishments, the private sector and individual employees. The research findings by Summermatter & Siegel (2009) revealed that the most common dimensions of performance are outcome, output, efficiency, requirements, input, effectiveness, quality but there is not a one size fits all definition of performance in the development of the principles and practice of management. The study findings also revealed that outcomes as a performance dimension were prominent in the USA and inferior in Britain where the dimension of efficiency is more pronounced.

Katarasibwa (2006) echoes Ekatan, Isingoma, Nanziri and Nabwiso (1995) by looking at teacher performance as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfill school objectives. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the pupils. In this study teacher performance shall consider the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners discipline, involvement in co-curricular activities, counseling and guidance. Teachers' welfare therefore means taking care of the teachers by the government, private employers, non-governmental organizations, parents, school administrators and the teachers' trade union.

1.2.4 Contextual Background

The work of primary teachers is indispensable and it requires skills, in depth knowledge, ability and a positive attitude of the teacher (Njoku, 2011). Teacher performance is still a critical factor in most developing countries that are implementing universal primary education yet the quality of an education system depends on the performance of its teachers (Ochwo, 2013).

In Tanzania, UWEZO (a Swahili word that means ability or capability) an Education Lobby reveals rampant teacher absenteeism in both primary and secondary schools as a cause for the declining quality of Education. Many teachers do not attend to their duties as educators even when they are present in school. The findings reveal that primary education in East Africa has experienced enormous growth in terms of enrollment leading to increases in public expenditure on education but education quality has remained low and it may have declined in the rural areas.

Several stakeholders in Education such as parents and employers have always raised questions about the quality of teaching and learning at all levels, from Nursery schools to university. Findings by UWEZO Annual Report (2012) reveal that basic numeracy and literacy skills of

primary school children are lacking across the East African Region. The findings reveal that 29% of the pupils in primary seven still face challenges in reading and understanding an English test of primary two.

In Uganda, the 2011 UWEZO report revealed that many pupils in primary six could not understand work meant for primary three level. The Commissioner for Basic and Secondary Education, Dr. Daniel Nkaada (New Vision February 12/2014) notes that absenteeism can be curbed through serious monitoring of teachers and head teachers to help improve on teaching time and syllabus coverage Uganda’s progress report 2012 on achievement of the millennium Development Goals (New vision, February /12/2014) reveals that school enrolment in sub Saharan Africa has been rising but the school system has remained wasteful in terms of repetition. Repeating reflects poor teaching and learning. Repeating points to poor teacher performance. Dr. Daniel Nkaada (New vision, February/12/2014) says that repeating of classes cannot be avoided if there is no proper teaching. The Judicial Commission of Inquiry into Universal Primary Education/ Universal Secondary Education (UPE/USE) has summarized wastage due to repetition in Uganda in the table below

Table: 1.2 Showing Primary School Repetitions and Cost to Government

| Class | 1998 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | REPEATERS BY |
|---------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------|
| CLASS | | | | | | | | | | | |
| P.1 | 152,142 | 201,275 | 234,474 | 296,470 | 290,925 | 258,642 | 298,529 | 294,614 | 234,902 | 255,398 | 2,517,371 |
| P.2 | 94,889 | 107,125 | 116,240 | 146,227 | 148,188 | 147,540 | 193,290 | 170,091 | 131,814 | 139,446 | 1,394,850 |
| P.3 | 48,845 | 105,853 | 121,358 | 153,596 | 154,223 | 152,834 | 178,942 | 182,698 | 142,475 | 154,452 | 1,395,276 |
| P.4 | 36,699 | 86,361 | 107,693 | 141,783 | 141,988 | 137,638 | 158,818 | 160,374 | 128,431 | 144,961 | 1,244,746 |
| P.5 | 29,645 | 65,473 | 87,681 | 125,705 | 128,410 | 126,616 | 144,136 | 141,024 | 109,185 | 124,835 | 1,082,710 |
| P.6 | 23,971 | 55,432 | 68,908 | 100,423 | 106,013 | 113,635 | 126,720 | 122,126 | 89,318 | 102,532 | 909,078 |
| P.7 | 17,245 | 34,343 | 37,960 | 50,068 | 47,826 | 52,028 | 53,282 | 43,916 | 36,135 | 50,480 | 423,283 |
| Amount of wastage in the period 1998-2009 (12 yrs at a flat rate of sh6000 per year sh53, 803,884,000) Tot No. of repeaters 8,967,314 | | | | | | | | | | | |

Source: *judicial Commission of inquiry into UPE/USE (2012)*

Absenteeism and failure to cover the syllabus is a sign of poor teacher performance which affects the overall pupil academic achievement at primary level of education. Kagolo (New Vision 26th March 2014) reported that teacher absenteeism in rural areas in Uganda stood at 35% and is the highest in the world with Ugandan teachers missing two days of work in a week which is a financial loss to the government and its development partners since teachers are paid on monthly basis.

Progress reports of districts in Bugisu sub region (FY2011/2012) reveal that the education and sports sector consumed over 45% of their total district budgets and most of the funds were spent on primary teachers' salary yet many of the primary schools hardly produced a single candidate in division one in the primary leaving examinations (PLE) in the last eight years. The district reports (FY 2011/2012) reveal that teacher absenteeism was a serious challenge especially during the time teachers' salary was paid as most teachers go to collect salary from banks and did not attend to their work at school. There is inadequate teacher lesson preparation and low syllabus coverage and late coming (New Vision 26 March). Some education stake holders like UNATU attributed the declining quality of primary education and poor teacher performance in public schools in Uganda to low teacher incentives (Ssesamba, 2008).

Several studies have been done to establish the factors that affect teacher performance in Uganda. For instance, Namuddu (2010) sought to establish the relationship between the appraisal systems and teacher performance in Aga khan schools in Kampala, Uganda. Her study focused on the effect of teacher based evaluation and school based evaluation criteria on teacher performance. She found out that emphasis was lacking on teacher based evaluations, while the school based evaluation criteria lacked details, organization and emphasis on individual activities. She recommended that emphasis was needed on the appraisal process whereby teacher evaluations would be given priority so that teachers feel empowered yet the general school based evaluation need to be detailed enough in order to measure practical and specific items of performance in improving the appraisal system to a level where teacher performance would improve.

On the other hand, Nairuba (2011) carried out a study on the effect of motivational practices on teachers' performance among secondary schools in Jinja, Uganda. She found out that there was a very weak relationship between motivational practices and teachers' performance in urban secondary school in Jinja. It was found out that although motivational practices are employed, teachers' performance was still very low. She concluded that there are other factors that could be affecting teacher performance in the schools. Earlier on, Munene, Odada, Kasente, Carasco, Epeju, Obwoyo, Omona and Kinyera (1997) considered the effect of teachers' worker experience and pupils' schooling experience on achievement (performance) in primary schools in Uganda. The researchers found out that there was ample support for the relationship between teacher work environment, teacher experience and performance.

Similarly, Nsubuga (2008) analyzed the effect of leadership styles of head teachers on school performance of secondary schools in Uganda. The study established that effective school performance requires visionary leadership, amongst others, and that there is a strong visionary and transformational leadership which is recommended for leaders in the education sector.

On the other hand, Kasiisa and Tamale (2013) examined the effect of teachers' qualification on the performance of primary social studies; the implication of teacher quality in primary schools in Uganda. They found out that teachers with higher qualifications performed better than those teachers with lower qualifications. Kirunda (2012) also carried out a study on performance based rewards and their effect on the performance of teachers in private secondary schools in Kampala district. The main objective of this study was to assess the effect of performance based rewards on teacher performance in private secondary schools in Kampala district. The study found out that the most commonly used types of performance based rewards in private secondary schools are public appreciation, promotion, packages/presents, duty allowances and overtime pay. It was also established that performance based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency.

Mwesiga (2010) sought to find out the impact of training on employee work performance behavior among secondary school teachers in Ibanda district, Uganda. He found out that training has a positive impact on teachers' work behavior hence improved performance and this impact was more significant in boarding schools where such training is supported by the current schooling system, structures and facilitation.

The studies presented above are mainly focused in secondary education. Few of them were done in primary schools and even then, none of them in Bugisu sub region. Furthermore, none of the studies has focused on welfare and performance of teachers in public schools in Bugisu sub region. Yet primary school level of education is globally accepted as the foundation of education of any country and any flaws not detected and corrected early enough at this level would definitely affect the entire education system of the country adversely (Duze, 2011).

1.3 statement of the problem

The Ugandan education system experienced major changes in 1997 when the government adopted UPE which abolished all tuition fees and all parents and teacher association charges for primary education. This led to increased enrollment in primary schools pupils from 2.9 million in 1997 to more than 8 million in 2010 (Oonyu,2012). The government responded to this increased demand in education by undertaking several reforms and policies which included; building and renovation of schools, procurement of instructional materials, and training, hiring and retaining teachers, fighting against pupil absenteeism, curriculum reform and decentralization of primary education. (Ministry of education and sports, 2013). The national pupil teacher ratio and pupil classroom ratio was also revised downwards. In Bugisu sub region, by 2010; pupil teacher ratio in Mbale was at 57.9%, Manafwa 56.3%, Bududa 54.9%, Sironko 62.7% and Bulambuli at 60.1%. Government funding for primary education sector since 1997 has stood at between 65% and 68% per year of the total education budget (Oonyu, 2012). Systems of external quality assurance have also been put in place which include; the directorate of education standards (DES) and national assessment of progress in education (NAPE) under the Uganda national examinations board

(UNEB). To improve the quality of education in schools, the government of Uganda and its development partners have initiated substantial quality enhancement measures like the introduction of the thematic curricular to improve the teaching and learning of literacy and numeracy in lower primary, teacher training, salary increment, regular monitoring and assessment of learning achievement of pupils, construction of more classrooms and purchase and delivery of instruction materials (Nsubuga, 2008). This was meant to ensure a smooth development of the primary education system in Uganda.

Despite all the above mentioned interventions, the performance of teachers in public primary schools in Bugisu sub region has remained poor as it is characterized by poor time management, absenteeism, and inadequate lesson preparations and syllabus coverage, poor pupil discipline management and inadequate teaching methods (Districts progress reports, 2011/2012, Nairuba, 2011). One pertinent question arises; is there value for public money spent on primary education specifically on teachers in public primary schools in Bugisu sub region in Uganda? Extremely important is the concern as to why teachers in public primary schools in Bugisu sub region no longer play their role as educators? (Districts progress reports, 2011/2012; Uwezo, 2010; 2011; 2012, Nanyonjo, 2007; Ochwo, 2013).

It is on this basis that the present study seeks to fill this gap. In this study, the researcher seeks to establish the effect of welfare services and facilities thus housing, meals at school, allowances, medical care and school environment on the performance of teachers in public primary in Bugisu sub region in eastern Uganda.

As noted in the background several studies have been carried out in Uganda (Namuddu, 2010; Nairuba, 2011; Nsubuga, 2008; Kasiisa and Tamale, 2013; Kirunda, 2012; Mwesigwa, 2012); however, none of them focused on welfare and teacher performance in public primary schools in Bugisu sub region. Therefore, this study of welfare and performance of teachers in public primary schools in Bugisu sub region is intended to fill this gap.

1.4 Purpose of the Study

The purpose of this study is to establish the effect of welfare on the performance of public primary school teachers in Bugisu sub region in Uganda.

1.5 Objectives of the Study

The study will be guided by the following objectives:

- i. To establish the effect of housing teachers on the performance of public primary school teachers in Bugisu sub region.
- ii. To establish the effect of providing teachers with meals at school on the performance of public primary school teachers in Bugisu sub region.
- iii. To establish the effect of providing teachers with medical care on the performance of public primary school teachers in Bugisu sub region.
- iv. To investigate the effect of providing allowances on the performance of public primary school teachers in Bugisu sub region.
- v. To establish the effect of the school environment on the performance of public primary school teachers in Bugisu sub region.

1.6 Research Questions

The study will be guided by the following research questions:

- i. How does the provision of quality housing affect the performance of public primary school teachers in Bugisu sub region?
- ii. How does the provision of meals to teachers in public primary schools in Bugisu sub region affect their performance?
- iii. How does the provision of medical care to public primary school teachers affect their performance?
- iv. How does the provision of allowances to public primary school teachers in Bugisu sub region affect their performance?
- v. How does the school environment affect teachers' performance in public primary schools in Bugisu sub region?

1.7 Hypotheses of the Study

H₁ Housing has an effect on teachers' performance in public primary schools in Bugisu Sub region.

H₂ Meals have an effect on teachers’ performance in public primary schools in Bugisu Sub region.

H₃ Medical care has an effect on teachers’ performance in public primary schools in Bugisu sub region.

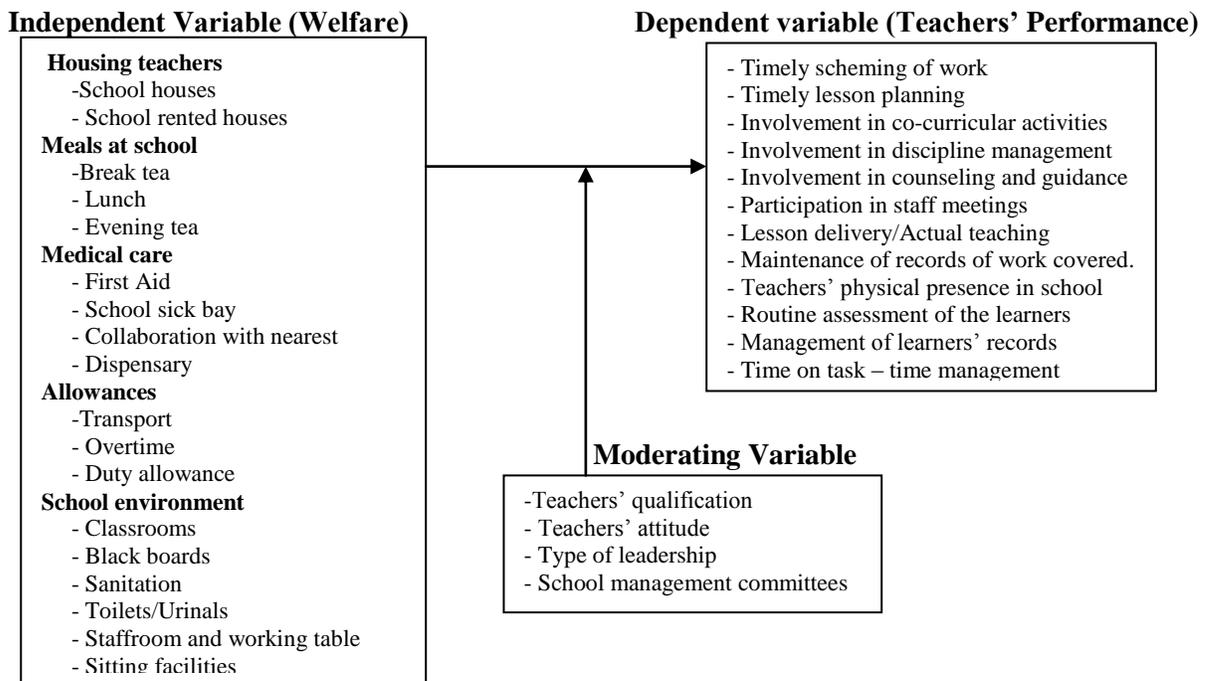
H₄ Allowances have an effect on teachers’ performance in public primary schools in Bugisu sub region

H₅ The school environment has an effect on teachers’ performance in public primary schools in Bugisu sub region.

1.8 Conceptual Framework

A conceptual framework is a tool intended to help the researcher to develop and present the context for studying the research problem and acts as a map for understanding the relationship between and among the variables in the study and to communicate the relationship (Kombo & Tromp, 2006; LoBiodo-wood & Haber, 2002 in Mazaki, 2009).

The study will be based on the conceptual framework below.



Source: literature reviewed (Aswathappa,2008; Nairuba,2011; Namuddu,2010)

Figure 1.1 Conceptual Framework for this study.

The conceptual framework above presents the relationship between the independent variable (welfare) and the dependant variable (teacher performance). Welfare in this study is measured in

form of housing teachers, provision of meals to teachers at school, provision of medical care allowances and the school environment while teachers' performance is in form of making schemes of work, lesson plans, participation in pupils co-curricular activities, pupils' discipline management, counseling and guidance, attending staff meetings, actual teaching, record of work covered, being present in school attending to the learners needs, assessment of the academic progress of the learners, management of pupil registers and time management. This study is aimed at establishing the effect of the welfare services on teachers' performance in Uganda using Bugisu region as a case study.

However, there are other factors that may influence teacher performance negatively or positively other than welfare (intervening variable). These other factors include teacher qualification, attitude, and leadership of the head teacher and school management committees. Teacher performance also depends on teachers' ability, skills, attitude and competence which are influenced by the teachers' academic qualification. The type of leadership exercised by head teachers and school management committees influence teacher performance. Head teachers who are system thinkers, change agents, innovators, those who have a sense of community and shared decision making, inspiring and exert influence through expertise and persuasion tend to elicit better teacher performance compared to autocratic and laissez faire head teachers. Head teachers who are autocratic and those who are laissez faire may not lead to good teacher performance even when good welfare services are provided in schools (Ochwo, 2013). School

Management committees (SMC) are supposed to monitor work in schools but findings by the Judicial Commission of Inquiry into UPE and USE (2012) reveal that over 8% of the SMC had no formal education, 25% had primary education, while 48% had attained ordinary level education only 9% had advanced level education. This level of education compromises the ability of most SMC members to understand primary education issues and monitor teachers' performance in schools. But these other factors (intervening variable) are beyond the scope of this study.

1.9 Significance of the Study

This study may be useful in the following ways:

It may help primary school managers to appreciate the influence of welfare services on teachers' performance.

It is hoped that the findings, recommendations and conclusions may be useful to education policy makers by identifying gaps in the existing teachers' compensation package in Uganda.

Other organizations may use the findings of this study to improve on the welfare package of their employees in order to enhance their performance and productivity.

The findings of this study may contribute to the body of knowledge. The literature review shows that no scientific study has been carried out on the influence of welfare on the performance of teachers in public primary schools in Bugisu sub region. To this end it may contribute to the power house of knowledge. Therefore the study may have wide reaching implications not only for academicians but also for the government, policy makers, managers and the private sector.

1.10 Justification of the Study

The rationale for undertaking this study is premised on the desire by the researcher to see good quality public education and good teacher performance in public primary schools in Uganda since it is being reported that the quality of education is declining (Ssesamba, 2008). Bugisu sub region is one of the areas that have been posting poor results in national level examinations in primary schools and reported teacher poor performance. Therefore, the issue of welfare and its effect on the performance of teachers in public primary schools is a pertinent issue for education theorists, practitioners, and employers. If the issue of welfare and its effect on the performance of public primary school teachers is not treated with the seriousness it deserves, then Uganda's desire to have quality public education may become foreclosed (GoU, 1992); since primary school education is globally accepted as the foundation of education of any country and any flaws not

detected early enough and corrected would definitely affect Uganda's entire system adversely (Duze, 2011).

1.11 Scope of the Study

1.11.1 Geographical Scope

This study will be conducted in public primary schools in Uganda, specifically in Bugisu sub region. Bugisu sub region is comprised of five districts namely, Bududa, Manafwa, Mbale, Sironko and Bulambuli. Bugisu sub region has 109 local government administrative units; 3 divisions, 8 town councils and 98 sub counties. It has 541 public primary schools, 541 primary school head teachers and 6584 teachers. This sub region has been chosen because district progress reports (FY2011/2012) reveal that Bugisu sub region is facing crucial challenges of poor teacher performance.

1.11.2 Content Scope

Specifically, the study is intended to investigate the effect of providing staff housing, meals for Teachers at school, medical care, allowances and school environment on teacher's performance in public primary schools in Bugisu sub region. Teacher performance will be considered on the basis of teachers' physical presence in school, time management, syllabus coverage, pupil discipline management, actual teaching, participating in co-curricular activities, assessment of the pupils, counseling and guidance and attending staff meetings. The researcher believes that these are some of the core functions of teachers as educators.

1.11.3 Time Scope

The study will consider the period between 2009 and 2013 while discussing the effect of welfare on the performance of teachers in public primary schools in Bugisu sub region. The period of five years will be considered because available information in the last five years reveals that public

primary school teachers have been underperforming (UWEZO Reports, 2010; 2011; 2012; Bugisu Districts' Annual Reports, 2011/2012)

1.12 Operational Definitions

Teacher Welfare - In this study teacher welfare refers to teachers' housing, provision of meals at work, medical care, allowances and the school environment.

Teacher Performance - In this study, teachers' performance will refer to teacher lesson preparations, involvement of co-curricular activities of work, pupil discipline management, counseling and guidance, participating in staff meetings, actual teaching, routine assessment of learners, maintenance of record of work covered and learners' records and time management.

Allowances – In this study, allowances will refer to the money teachers receive for representing the school in official duties outside the school, transport facilitation, overtime, and funeral expenses when they lose members of their nuclear family.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is a review of the body of related literature on welfare and teacher performance. The literature review includes a theoretical review, conceptual review and the rest of the review is organized according to the study objectives. The review of literature will highlight on related studies done on teacher performance and labour welfare. Luiba and Musoke (2004) in Mazaki (2009) observed that teachers' welfare in schools is aimed at making teachers happy, healthy and duty conscious.

Welfare may help minimize absenteeism and retain teachers in the teaching service which contributes to good quality public education. Welfare elicits high level of employee performance and if not provided, then workers may remain absent for a long time in order to escape from unhealthy working conditions (Krishna & Aquinas, 2004; Tweheyo 2008). Welfare gives employees an environment to breathe an air of growth and development and think constructively, and help in improving the relationship between the workers and management. This may minimize strikes and absenteeism hence promoting efficiency and effectiveness (Souza, 2009).

2.1 Theoretical Review

The study will adopt the Fredrick Herzberg Two factor theory. Herzberg states that threr are certain factors in the work place that can cause job satisfaction while others cause dissatisfaction. Herzberg divided the factors into motivating and hygiene factors. The motivating factors are strong contributors of job satisfaction and include things like challenging work, recognition and responsibility (Nairuba, 2011). However, the hygiene factors are not strong contributors of job satisfaction but must be present to meet employee expectations and prevent job dissatisfaction. Hygiene factors include things like provision of employee accommodation, break tea, lunch, medical care and good working environment to ensure that an employee is not dissatisfied and ultimately promote effective employee performance (Namuddu, 2010). Given that welfare in the present study will be focused on provision of teachers' housing, meals at school, medical care, allowances and the school environment, then it can be noted that from a theoretical perspective, the Herzberg two factor theory greatly contributes to understanding and shapes the study. The theory will be helpful understanding the characteristics of teachers' welfare as reflected on the contemporary support to teaching and it works well if the managers and teachers have the same goal of achieving higher production through better welfare. The theory will be adopted in the study since welfare services affect performance of any labour force.

The concept of employee welfare has been used by many organizations as a strategy of improving productivity of employees especially in the mobile industry since work related problems can lead to poor quality of life for employees and a decline in performance (Manzini and Gwandure, 2011). Priti (2009) argues that the role of welfare activities is to promote economic development by increasing efficiency and productivity with the underlying principle being making workers give their loyal services ungrudgingly in genuine spirit of co-operation and the general well-being of the employee. Despite this, Mwit (2007) points out that naturally welfare services may not directly relate to an employee's job but the presence or absence of the services is notable through employee performance, attitude, high or low labour turnover. The teachers provide essential service to the children and thus their labour welfare activities need to address the teachers' plight.

2.2 Conceptual Review

Onen and Oso (2009) note that a conceptual framework is a diagrammatic presentation of a theory and that it is presented as a model when research variables and the relationship between them are translated into a visual picture to illustrate the interconnections between the independent, intervening and dependent variables. The conceptual framework is therefore a scheme of concepts which the study will use in order to achieve the set objectives. In the conceptual framework depicted in Figure 1.1, welfare services have been hypothesized to influence performance. Welfare services have been defined as the provision of housing, meals at school, medical care, allowances and the school environment. The framework suggests that the welfare services for the teachers directly affect their performance in terms of timely scheming, lesson planning maintenance of children's records of all activities. The collection of data, analysis and discussion of the findings, conclusions and recommendations of this study will be based on this framework.

2.3 Review of related Literature

The review of literature for the study has been done in accordance with the research objectives which hinge on the constructs of welfare.

2.3.1 Housing and Teachers' Performance

Universally, housing is accepted as the second most important human need after food and it is more than shelter. It may provide investment opportunities, offers shelter and improves on an employees' social and cultural status. It is a symbol of achievement, and social acceptance and it controls in some way in which the employee is perceived by family and others in the community. In many districts in Uganda, many teachers live in squatter settlements or slums. Housing is still beyond the reach of most members of the teaching profession (Akinmoladun and Oluwoye, 2007). As earlier noted, housing teachers is 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/travel a long distance to school and this may minimize absenteeism, late coming and it also enhances a teachers' status.

Buzzelli (2009) questioned the possibility of measuring the value of social housing in Ontario, Canada and found out that research on social housing was thin, at both house hold, local community and macro – economic levels. The researcher recommended formation of strategic partnerships a long side priority setting between stakeholders, data providers, sponsoring organizations and communities.

On the other hand Ikenyiri and Ihua-maduenyi (2011) examined teachers’ assessment of needs effectiveness in Omoku-Rivers state, Nigeria. They found out that enhancement of rent allowance (Housing) was a strong predictor of teacher effectiveness in Rivers state primary schools.

Early on Akinmoladun and Oluwoye (2007) carried out an assessment of why the problems of housing shortages persist in developing countries in Lagos metropolis, Nigeria. The study revealed that housing delivery in Nigeria was beset by several problems. The study concluded that the elitist orientation of the existing housing policy be discouraged and recommended that the people for which the houses are meant should be involved in policy formulation, implementation and review. The study further suggested progressive increase of the supply of high quality and affordable housing units to ease the perennial housing problems.

In a paper presented at the 2nd emerging urban Africa international conference on housing finance in Nigeria entitled “*challenges to providing affordable housing in Nigeria*” Andrew (2007) observed that the major challenge to providing affordable housing was lack of primary infrastructures like roads, water and electricity. He recommended that governments provide mortgage insurance to first home buyers who do not have credit history and to low middle income families (employees) in order to achieve the aim of affordable housing. He further recommended restriction on the importation of building materials and suggested research on how to use local building materials in order to have affordable housing.

In a related study, Olotuah and Bobadoye (2009) examined the impact of sustainable housing provision for the urban poor by reviewing public sector intervention in Nigeria. They found out that in the urban centers in Nigeria, the problem of providing adequate housing had reached an

alarming state as 75% of the urban dwellers lived in slums and conditions that were degrading to human dignity. The researchers recommended a bottom up approach that involves direct participation of the local people in ensuring sustainability in the provision of quality affordable housing.

In the same way, Aribigbola (2008) analyzed housing policy formulation in developing countries using evidence of program implementation from Akure Ondo state, Nigeria. The study revealed that the majority of the residents of the city were low income earners that could not afford housing being produced under the policy in Akure Ondo state, Nigeria. The researcher found out that majority of the people were not aware of the housing policy and recommended incorporation of social housing into the Nigerian housing policy to assist the poor that cannot take care of their housing consumption needs.

Earlier on, Adelabu (2005) investigated teacher motivation and incentives in Nigeria and found out that various state governments have instituted a policy of granting a revolving loan for teachers in order to assist them build their own houses. The study further discovered that majority of the teachers do not receive the housing loans. The researcher recommended that this policy should be implemented to motivate the teachers to enhance their job performance.

Kadzamira (2006) studied teacher motivation and incentives in Malawi. He found out that there was inadequate housing for both primary and secondary school teachers. The findings revealed acute shortage of affordable housing within reasonable commuting distance from most schools and this had escalated transport costs for teachers. He recommended that government gives priority to rural areas in the construction of teachers' houses.

Meanwhile, Mulkeen (2005) in country case studies done in conjunction with the world bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania examined teachers for rural schools as a challenge for Africa. The study found out that housing was a major incentive for teacher to locate in rural areas. A strong relationship between housing in an area and presence of teachers was

established. In Uganda, provision of housing was a key factor in ensuring teacher retention especially in rural areas. In Mozambique, it was found out some NGO's and even local communities were constructing teacher houses in an attempt to make rural locations more attractive to teachers. Macoloo (2006) carried out a study on housing the urban poor in Kisumu, Kenya. He found out that housing problems are a derived (income) problem. He found out that the housing costs were out of reach of the majority of the urban residents. The study recommended that planners in Kisumu should experiment with and popularize cheap quality local building materials to minimize housing affordability problems. The study further recommended that Municipal authorities should revise their rent to reflect the incomes of their tenants in order to encourage the low income urban residents to apply for tenancy in Municipal houses.

Ariko and Othuon (2012) studied how teacher transfers requests could be minimized in secondary schools in Suba district, in Kenya. The findings of this study revealed that teacher transfer requests could be minimized if electricity and houses were made available to teachers and teachers were employed from the locality and posted next to their families. The researchers recommended that the government should provide electricity and school boards facilitate availability of housing facilities for teachers. The study further recommended improvement of transport and communication to schools through road maintenance. As noted earlier, housing is one of the most important human needs and it is only second to food (Akinmoladun and Oluwoye, 2007). Several studies have been carried out on housing and employee performance (Buzzelli,2009; Ikenyiri and Ihua-maduenyi,2011; Akinmoladun and Oluwoye,2007; Andrew,2007; Olutuah and Bobadoye,2009; Aribigbola,2008; Adelabu,2005; Chireshe and Shumba,2011; Selemani-meke,2013; Kadzamira,2006; Mulkeen,2005; Macoloo,2006; Ariko and Othuon,2012) but none of these has been focused on the effect of housing teachers on the performance of public primary school teachers in Bugisu sub region; thus the present study.

2.3.2 Provision of Meals and Teachers' Performance

Food is universally accepted as the most important human need (Akinmoladun and Oluwoye, 2007). Gulled (2011) has traced school feeding programs back to the mid nineteenth century in Europe in France when the Paris guards established a fund for providing needy children with school lunches. It later spread to other countries like Japan and by late 1940s; it had been established in the United States of America and later to several other countries. As earlier noted, provision of meals such as break tea, lunch and evening tea does not only address the teachers' physical health but also helps the teacher have more time to attend to the learners and lesson preparations (Musaazi, 1982; Mudhasi, 2007). A number of studies have been done on school feeding programs and performance. For instance, Pettigrew, Pescud, and Donovan (2012) assessed the extent to which parents and school based stakeholders (principals, teachers, canteen managers and parents and citizen committee presidents) were supportive of potential expansions to a new school food policy in Australia. The research findings of this study revealed that parents and teachers were supportive of expansions of the existing and nominated policy components as other school stakeholders. The study further revealed that little research had been undertaken to investigate the extent of support for specific potential school food policy components. This study recommended further research in other countries to assess the extent to which the policy expansions indentified in the study could be considered appropriate by education stakeholders.

Mean while Danquah, Amoah and Obisaw (2013) investigated the nutritional status of upper primary schools in Atwima-Nwabiaga district, Ghana. The main objective of this study was to assess the nutritional status of upper school pupils in a rural setting. The findings of the study revealed no significant difference in the incidence of stunting and under weight. It was recommended that there should be more effort in designing intervention programs to enhance the quality of meals the pupils consume and more emphasis put on nutrition education at primary level in rural areas.

Ikenyiri and Ihua – Maduenyi (2011) investigated teachers' assessment of needs satisfiers as motivation for teachers' effectiveness in Omoku-rivers states, Nigeria. They found out that prompt

payment for food and clothing was statistical predictors of teacher's effectiveness. They recommended that teachers should be paid their allowances on time to maintain their motivation. Similarly, Stuijvenberg (2005) analyzed the base of the school feeding system as a vehicle for micro nutrient fortification in South Africa. He concluded that for school children to realize their full mental and physical potential and perform to their best at school, both short term and hidden hunger needs have to be addressed. He recommended school provision of meals as it appears an opportunity to alleviate both short term and hidden hungers. In another study, Gulled (2011) sought to establish the effect school feeding program on access and retention among school pupils in nomadic families in Wajir district, Kenya. The study findings revealed that food supply to schools was enough to sustain the targeted population based on world food programs' policy. The study established a strong relationship between school feeding program and pupil access and retention in primary schools in Wajir district. The researcher concluded that other factors such as lack of knowledge about the value of education and lack of enough teachers were hindering access to primary education in Wajir district. The researcher recommended establishment of more boarding schools to enhance retention and performance of pupils in the district.

To conclude, several studies have been done on provision of food at school and performance (Pettigrew, Pescud, and Donovan, 2012; Ells, Hiller, Shucksmith, Crawley, Harbige, Wiggins and Summerbell, 2008; Danquah, Amoah and Obisaw, 2013; Stuijvenberg, 2005; Ikenyiri and Ihua-maduenyi, 2011; Gulled, 2011) but none has focused on the effect of providing teachers with meals at school on the performance of public primary schools teachers in Bugisu sub region. Most studies have addressed the effect of feeding on primary pupils' performance, health, access and retention in school. This study therefore is meant to fill this information gap.

2.3.3 Medical Care and Teachers' Performance

Medical care in schools is associated with health services and health education which have been available for school children in Europe for a long time. Comprehensive school health programs are now a concern of education stakeholders all over the world. The provision of medical care to

teachers is a concern for the teachers' mental and physical health which affects their work as educators (Konu and Rimpela, 2002). Some studies have been done about school health care provisions and performance. For instance, according to the United Nations Education, Scientific and Cultural Organization (UNESCO), teacher turnover due HIV/AIDS related illness and death are becoming a chronic problem in sub Saharan Africa. It is acknowledged in this report that teachers' healthy is a critical factor in the provision of quality public primary education in developing countries (Businge&Nakajubi, 2014). Fengi (2010) carried out an empirical study of the performance of university teachers based on organizational commitment, job stress, mental health and achievement motivation in xian, China. The findings revealed that sustained commitment had a negative effect on work performance while emotional commitment had a positive effect on work performance and work stress was found to have a positive effect on work performance while mental health was found to have a negative effect on work performance. The findings further

revealed a positive correlation between achievement motivation and mental health.

Earlier, Glewwe (2005) examined the impact of child health and nutrition on Education in developing countries: Theory, econometric issues and recent empirical evidence. The study found sizeable and statistically significant impact of child health on education outcomes. The study found a strong casual relationship between child health and child education. In a related study, Stover and Bollinger (1999) analyzed the economic impact of AIDS in Tanzania, Cote d'ivoire, Ethiopia, Uganda, Zimbabwe, Malawi, Botswana and South Africa and other sub-Saharan African countries. The researchers found out that the education sector is affected by AIDS in terms of reduction of supply of experienced teachers who are reduced by AIDS related illness and death. They also found out that HIV/AIDS accounts for absenteeism in schools by both teacher and students. The researchers recommended a strong political commitment to fight against HIV/AIDS; make AIDS a national priority, and not a problem to be avoided. The study recommended creation of abroad multi-sectoral approach that includes all segments of society in the fight against

AIDS. Meanwhile, Chaudhury, Hammer, Murabidharan, Kremer and Rogers (2004) investigated teacher and health care provides absence in a multi-country study. The researchers found out that poor health of teachers and frequent illness was responsible for teacher absenteeism in most schools in sub-Saharan Africa and India.

In a related study, Ikenyiri and Ihua-Maduenyi (2011) analyzed teachers' assessment of needs satisfiers as a motivation for teachers' effectiveness in Omoku rivers states, Nigeria. The study found out that provision of medical and entertainment allowance were a great contributor to teachers effectiveness in class in primary schools.

In the same way, Afenyadu, Agyepong, Barnish and Adjei (2005) carried out a study on improving access to early treatment of malaria and the trial was done with primary school teachers as care providers in Ghana. The study concluded that it is feasible for the health and education sectors to work in partnership to improve access to early case detection and adequate management of acute episodes of malaria. The researchers' recommended a policy for mandatory commercial blister pre-packaging of anti malarial for use by the schools and the general public and collaboration with Ghana education service to bring early diagnosis and treatment of malaria a step closer to schools and the community. In case studies done in conjunction with World Bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania, Mulkeen (2005) examined the challenges of teachers of rural schools in Africa. The study revealed that poor health was a common reason given by teachers for early transfer, as ill teachers requested to be posted to urban centre to allow them access to medical services. It was discovered that prevalence of AIDS, lack of medical Facilities have made rural postings less attractive to teachers.

Bennell (2005) analyzed information on HIV prevalence and mortality rates among teachers in ten countries in sub-Saharan Africa, namely South Africa, Botswana, Kenya, Lesotho, Malawi, Namibia, Swaziland, Tanzania, Uganda and Zambia. He concluded that teacher death account for less than twenty percent of total teacher attrition in most countries and less than ten percent of total teacher turn over. Teacher mortality rates were found to be reasonably stable due to

behaviour change and increasing access to life prolonging ant-retroviral drug therapies (ART). In a related study Ndegwa, Wangechi, Makohaa, Kijungu, Nyongesa, Nkonge, Osawa, Osaki and Muthwii (2002) carried out a study on knowledge, attitudes and practices towards HIV/AIDS among students and teachers in Nairobi, Kenya. They found out that knowledge about HIV/AIDS was 100% for both students and teachers while knowledge and application of preventive measures for the patients' care was 80% among teachers and 50% among the students. The study concluded that teachers and students have some knowledge about HIV/AIDS and that there was room for improvement on the attitudes and preventable practices.

The MOE & Sports (2013) in Uganda diagnosed teacher issues in the country with the objective of arriving at shared vision on the issues and designing a feasible, indigenous and effective teachers' policy. This diagnosis is part of teachers' initiative in sub-Saharan Africa (TISSA). In this report, it is revealed that teachers are entitled to medical benefits in form of maternity leave, paternity leave, sick leave which is provided on the recommendation of a government medical officer. Permanent teachers and their spouse and children are provided free medical and dental attention which includes consultation, drugs and surgery in government health facilities. Appointed teachers are also entitled to compensation for injuries, but this is at the discretion of the school where the teacher is working.

As earlier pointed out, provision of medical care in schools has been available in Europe for a long time and comprehensive school care programs are now a concern of education stakeholders all over the world, (Kono and Rimpela, 2002). Several studies concerning school medical care have been done (Feng,2010; Glewwe,2005; Stover and Bollinger,1999; Chaudhury, Hammer, Murabidharan, Kremer, and Rogers,2004; Kadzamira,2006; Chireshe and Shumba,2011; Mulkeen,2005; Bennell,2005; Ndegwa,et al,2002) but most of them have focused on the pupils and very few on the teachers and none on the effect of providing medical care on primary school teachers' performance in Bugisu sub region. This has prompted the researcher to desire to carry out the present study.

2.3.4 Allowances and Teacher performance

Allowances are some of the fringe benefits teachers earn while performing their duties as educators (Ministry of education and sports, 2013) and several studies have been done on employee performance and such benefits. For instance, Podgursky, Mathew, and Springer (2011) analyzed teacher compensation systems in the United States K-12 public school system. The researchers found out that in public K-12 education, the compensation systems is fragment and uncoordinated with provisions often determined by means which are not systematic in assessing the overall incentive effects. It was recommended that policy makers and education stakeholders at all levels would benefit from rigorous assessments of teacher compensation reform programs and policies as well as assessments of the effect of their various design components.

Ikenyiri and Ilua-madnenyi (2011) analyzed teachers assessment of needs satisfies as motivation for teachers' effectiveness in Nigeria. The researchers discovered that enhanced transport allowance was a strong predictor for teacher effectiveness in class. Earlier on Adeyemi (2008) investigated teachers' teaching experience and students learning outcomes in secondary schools in Ondo state, Nigeria. The findings of the study revealed that teachers teaching experience was statistically significant with students learning outcomes as measured by their performance in their national examination. He recommended that the government should encourage experienced teachers to study on their teaching jobs by providing improved conditions of service, more incentives and better promotional prospects.

On the other hand Mulkeen (2005) in country case studies done in conjunction with the world bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania examined teachers for rural schools as a challenge for Africa. The study found out that there was a system of financial bonuses for teachers who locate in rural schools in Mozambique. In Lesotho, there was hardship allowance. The study further found out that these allowances were too small to entice teachers to work in rural schools. Similarly Selemani-meke (2013) explored the factors that impact negatively on

teacher motivation as regards the implementation of what they learn at continuing professional development programs in Malawi. The study found out that poor allowances that teachers receive during continuing professional development training have contributed to lack of motivation of teachers to effectively implement at classroom level what they learn at continuing professional development training. The researcher recommended that continuing professional development program implementers should consider raising the allowances that are given to the teachers to motivate them participate fully in the training and also implement what they learn at the classroom level.

Kadzamira (2006) analyzed teacher motivation and incentives in Malawi and found out that teachers pay at both primary and secondary school level was inadequate to meet minimum basic needs for food, transport and clothing. He recommended hardship allowances for teachers working in the remote hard to reach rural schools. Meanwhile, Sisungu, Kaberia and Buhere (2012) carried out an investigation on the relationship between the school level of funding and performance at Kenya Certificate of Secondary Education in Mumias district, Kenya. The findings revealed a significant correlation between students' performance in Kenya certificate of secondary education and school level of funding. The researchers recommended that for performance to improve there was need for support to schools with learning resources and this implied more funding.

In a similar way Cheruto and Benjamin (2010) sought to establish the management challenges facing implementation of free primary education in Keiyo district, Kenya. They found out that although the head teachers were the chief accounting officers in their respective schools, they faced a lot of difficulties in financial management despite their best efforts to be transparent and accountable on the use of school funds. They recommended that the government and/or the parents should employ accounts clerks in primary schools to assist the head teachers in book keeping and the governments should also avail funds to schools at the beginning of the year to enable school managers plan in time. In Uganda, Nairuba (2011) carried out a study on the effect

of motivational practices on teachers' performance among secondary schools in Jinja. She found out that fringe benefits like allowances, recognition, promotion and praise depended on availability of funds and management's perception and they had an effect on teachers' performance. She also found a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja. She concluded that there are other factors that could be affecting teachers' performance in the schools.

Acha (2010) investigated the effects of motivation on the performance of primary school teachers in Masaka, Uganda. The main objective of this study was to find out whether motivation of teachers had any effect on their morale to perform. She found out that teachers' performance was good despite the inadequate motivation. The study revealed a significant positive relationship between intrinsic motivation and teacher performance. There was also a positive relationship between extrinsic motivation and teacher performance. She recommended increase in the salary of primary teachers to match the increased cost of living, provision of accommodation to teachers, enhancing supervision as well as offering awards for good performance. The ministry of education and sports (2013) in Uganda analyses teachers' issues in the country as part of teachers' initiative in sub-saharan Africa (TISSA). In its report (2013), it was revealed that appointed teachers are entitled to several allowances such as:

Hardship allowances of 30% of the basic monthly salary given to teachers in hard to reach areas. Hardship allowances are part of the national wage package. The hard to reach areas are those places characterized by remoteness, insecurity and poor infrastructure to attract and retain teachers in those areas. Travel allowances which include safari day allowance (per diem) and transport, but this is at the discretion of the school the teacher works. Extract duty allowances in form of acting allowances, duty allowance, and honoraria, sitting allowances normally paid during staff meetings and over time allowances. These allowances are at the discretion of the school. Other allowances include pension and gratuity. The teachers who are beneficiary of pension include teachers who retire at 60 years or have served 20 years in public service and would like to leave or those who

retire on medical grounds. Pension is calculated using a formula based on the last grade reached and number of years of experience. Pension is paid monthly with immediate effect on retiring while gratuity is paid at the beginning of retirement and in installment depending on availability of funds.

To conclude, the literature reviewed so far (Podgursky, et al,2011; Ikenyeri and Ihua-maduenyi,2011; Adeyemi,2008; Mulkeen,2005; Selemani-meke,2013; Kadzamira,2006; Sisungu, et al,2012; Cheruto and Benjamin,2010; Nairuba,2011; Aacha,2010; Ministry of education and sports,2013) indicates that several studies have been done on teachers fringe benefits/allowances largely as employee motivators. However, none has analyzed the effect of allowances on public primary school teachers' performance in Bugisu sub region, hence the need for the present study.

2.3.5 School Environment and Teachers' Performance

As earlier noted, the school environment is a hierarchical system with many sub systems such as the classroom, the blackboards, school compound, sanitation, toilets and urinals, staffroom, sitting facilities, teaching and learning materials, leadership styles of the head teachers, monitoring and evaluation, the school neighborhood and the community (Moore, 2012). Several studies have been done on the environment and performance in schools. For instance, Moore (2012) investigated the role of school environment in teacher dissatisfaction among U.S public school teachers. The findings of this study revealed that a positive school environment included a supportive administration, enforcement of rules by the principal and other teachers, shared beliefs and values, communication among principal and staff, cooperation and hard work by the principle and the belief that the school is run well. The study further found out that teachers who perceive a more positive school environment have more control over their classrooms and are, more satisfied with their jobs and teachers' perceptions of student and community problems increase teacher dissatisfaction.

Eacott (2012) investigated the leadership practices of educational managers in Australia. The study found out that education leadership practitioners would benefit from having an instrument

that could be used in the monitoring of their practice. Meanwhile, Bilal (2012) carried out a study on job satisfaction of university teachers: Impact of working conditions and compensation in Islamabad, Pakistan. The study found a positive relationship between working conditions, rewards and leadership and administrative support and job satisfaction of university teachers. The working conditions (environment included administrative support, teachers control over the workplace, cooperation from colleagues, resources needed to teach and not burdened with non teaching duties).

Similarly, Faizi, Shakil and Lodhi (2011) sought to find out the main reasons of declining education standards at secondary level in Karachi, Pakistan. They found out that ineffective administration, non flexible curriculum and outdated teaching methods used by teachers, improper health facilities, imperfect evaluation system and bad inspection and lacking of co-curricular activities were the reasons for the declining education standards at secondary level in Karachi, Pakistan. They recommended improved curriculum, effective administration, proper health facilities, modern teaching methods, proper inspection and evaluation and opportunities for participation in different co-curricular activities.

In a related study, Erat, Erdil, Kitapoi and Comlek (2012) examined the effect of the perception of organizational trust and organizational support (environment) on intention to quit and individual performance in Turkish state Universities. The researchers found out that the perceptions of support and trust were significant variables in explaining intention to quit and individual performances. Organizational support was found to have a significant effect on individual performance. The researchers recommended a similar study in private universities.

On the other hand, Ofejebe and Chinelo (2010) carried out a study on teachers' motivation and its influence on quality assurance in the Nigerian educational system. They found out that satisfaction of the motivational factors leads to quality performance and high production which improves quality assurance in the education sector. They recommended a good learning environment and good working conditions to guarantee good quality assurance in education and

that teachers' welfare to be taken into consideration. In a similar way, Adeyemi (2008) analyzed organizational climate and teachers' job performance in primary schools in Ondo state, Nigeria. The study findings revealed that most of the schools sampled had an open climate type of organization. The level of organizational climate and teacher job performance were found to be equality low. A significant relationship between organizational climate and teacher job performance were established. The researcher recommended that head teachers should always create a favorable school climate to enhance better job performance among teachers. It was further recommended that there is need for regular supervision of teachers and provision of all the necessary facilities and resources in schools. Adelabu (2005) investigated teacher motivation and incentives in Nigeria and found out that the school environment was wanting as school buildings were largely dilapidated, many schools were found without adequate toilets, overcrowded and reward systems in terms of salaries and emoluments were largely unsatisfactory and improvements in the education system were not deep enough to record satisfactory enhancement in teachers' morale.

In a related study, Chinyere and Ofojebe (2009) analyzed motivational strategies that would be adopted to re-engineer primary school teachers for sustainable development in Onitsha, Nigeria. The researcher found out that the motivational strategies were mostly on attractive salary structure, providing opportunity for professional development, staff recognition, parental support, participation in decision making, teaching materials, supervision, funding of in service training, workshops and conferences and issuing awards to good performing teachers. The researchers recommended provision of incentives like awards to good performing teachers, funding seminars and workshops and redefining teaching job to include blocks of extended time for teachers professional development. Duze (2012) analyzed educational policies/ programs in relations to the school environment that were responsible for high pupil attrition or dropouts in Nigeria. He found out that dropout rates were at 50% and above, and that this was not only high but also embarrassing considering the huge inputs in the education system in Nigeria. He recommended

creation of a data bank to continuously capture the flow of students in each cohort from start to graduation to facilitate analysis on cumulative dropouts and attrition rates.

Earlier on Nakpodia (2011) investigated the degree to which the performance of teachers in secondary schools depends on the capacity of school principals to maintain and enforce adequate supervision in Delta state, Nigeria. The findings of the study revealed that teachers' performance significantly depended on the principal's capacity to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids. The researcher recommended that school principals should routinely adopt reasonable supervisory behavior to improve teachers' tasks in the classroom. In another study, Njoku (2011) carried out an investigation on teacher status and commitment to duty: leadership implications for Nigerian education. The study revealed that the comparison syndrome was a source of worry to the teacher, as the value system on society has been truncated to the worship of wealth and those who have it. The researcher recommended leadership which creates vision and an enabling environment as a suitable option to providing motivational incentives in the teachers' welfare package while advocating for re-orientation for value recovery.

In a related study, Olusola (2014) evaluated the factors that inhibit effective performance of primary school teachers in some selected local government education areas in Oyo state in Nigeria. The study revealed that several factors were inhibiting primary school teachers' performance. The factors identified included; inadequate motivation, irregular transfers, illegal deductions from primary teachers' salary on the account of bank charges, job security and local government education area officers seeing themselves as more important figures of authority over the classroom teachers. The researcher recommended more teacher motivation and enlighten on the part of local government workers so that they appreciate primary school teachers as partners in progress. Marishane (2013) carried out a qualitative research study to determine the extent to which schools address educational needs and barriers of immigrant learners in Limpopo province, South Africa. The researcher found out a worrying lack of pedagogical and didactic education and

training of multicultural and multi-ethnic learners among teachers. He recommended the development of a model for managing schools with migrant learners.

Mean while, Vazi, Ruitter, Borne, Dumont, Martin and Peddy (2011),a assessed indicators of subjective and psychological well being as correlates of teacher burnout in public schools in Eastern Cape South Africa. The study revealed no significant relationship between positive work environment and teacher efficacy as predictors of emotional exhaustion. Teacher efficacy was found to be consistently insignificant in the teacher burnout syndrome as it showed small and insignificant positive relationship with both depersonalization and emotional exhaustion. The researchers recommended further studies to replicate the findings in other settings outsiders East Cape Province, South Africa.

In a related study, Kadzamira (2006) studied teacher motivation and incentives in Malawi. He found out that the school environment in which most teachers were working was daunting and very challenging. It was discovered that most rural primary schools and the community day secondary schools lacked facilities such as staff rooms, classrooms and sufficient learning materials and had dilapidated school structures with large classes, undisciplined and unruly students. He recommended increased provision of learning materials, increased support and supervisory services among others. In Kenya, Barmao (2013) investigated factors contributing to under representation of female teachers in headship position in primary schools in Eldoret municipality. She found out that women were not discriminated against in headship but obstacles like unfair promotion procedures, gender stereo typing and rigid career path ways that hinder women most. She recommended that the education policy should provide equal opportunity for male and female and the conditions required in the appointments and recruitment should ensure that they avoid discrimination. The study further recommended that the ministry of education should formulate strategies to promote women and give them first priority whenever there is a vacant position to be filled.

In a similar way, Ariko and Othuon (2012) investigate how teacher transfer requests could be minimized in secondary schools in Suba district, Kenya. The study revealed that teacher transfer requests could be minimized if class sizes were reduced, teacher induction and mentoring programs are undertaken, retention bonuses instituted and teachers were involved in decision making at school level. The study recommended that head teachers and school managements should adopt induction programs to support new teachers. Duflo, Dupas and Kremer (2007) investigated peer effects, pupil-teacher ratios, and teacher incentives in primary schools in western Kenya. The findings of this study revealed that combining class size reduction with improved incentives leads to significantly larger test score increases. The researchers recommended that, should hire contract teachers as a cost effective way to respond to the challenges created by free primary education. Mean while, Asuga and Eacott (2012) analyzed the learning needs of secondary school principals in Nakuru district, Kenya. The study concluded that there were hardly any studies on the learning needs of school principals and school leadership in Kenya. On the other hand, Musau, Migosi and Muola (2013) investigated the determinants of girls performance in science, mathematics and technology subjects over four years in Kitui central district, Kenya. The study revealed that the more the number of lessons a teacher had, the lower, the girls' academic performance. The larger the class size, the lower the girls' academic performance in science mathematics and technology at form four level. The researchers recommended that school management should provide sufficient classrooms, to improve interaction between teachers and learners which would help teachers to give and correct several assignments immediately and also be in position to manage students' behavior in class more effectively.

In Uganda, Ochwo (2013) studied pupil, teacher and school factors that influence student achievement on the primary leaving examination in Wakiso district. The findings revealed no significant differences between boys and girls on English achievement but found significant differences between boys and girls on mathematics achievement with boys having higher scores. The researcher recommended further research to continue to define the network of relationship

between pupil-teacher and school level factors and learner achievement without changing the measure revision and validation process of the teacher quality measure.

2.4 Synthesis of the Literature Review

From the literature reviewed, it is evident that provision of teachers' housing, food, medical care, allowances and the school environment and teacher performance are pertinent issues of teachers' welfare. The literature reviewed shows that there is support for the hypothesis of the study;

H1 Housing has an effect on teacher's performance in public primary schools in Bugisu sub region.

H2 Meals have an effect on teacher's performance in public primary schools in Bugisu sub region.

H3 Medical care has an effect teacher's performance in public primary schools in Bugisu sub region.

H4 Allowances have an effect on teacher's performance in public primary schools in Bugisu sub region.

H5 The school environment has an effect on teacher's performance in public primary schools in Bugisu sub region.

However, there is little indication of any studies that have been done on the effect of such welfare services and facilities on the performance of teachers in public primary schools in Uganda. Hardly any studies have been done to establish the effect of welfare on teachers' performance in public primary schools more so in Bugisu sub region. The researcher is of the view that the present study will fill this gap.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a description of the various sub sections that constitute the methodology of the study that will be adopted by the researcher in executing the study a long with the justification behind them (Kothari 2004). It contains the research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods, data collection instruments, pretesting (validity and reliability), procedure of data collection, data analysis, measurement of variables, ethical considerations and limitations.

3.1 Research Design

A descriptive cross-sectional survey research design will be adopted with both qualitative and quantitative approaches. Amin (2005) opines that a descriptive cross-sectional survey research design is a research plan that is concerned with systematic description of the characteristics of an event, place, population or item being studied at a given time. This study is cross-sectional because the researcher intends to pick a cross-section of respondents over short period of time and

follow up of the respondents will not be necessary. A survey has been chosen because it will allow the researcher to get a detailed description of the effect of welfare on the performance of public primary school teachers in Bugisu sub region. Since the researcher is interested in a systematic description of the effect of housing, provision of meals and medical care, allowances and the school environment on teachers' performance, then this research design is most appropriate. Both qualitative and quantitative approaches will be used to collect, present and interpret data as a way of enhancing the quality of the findings of the study. Amin (2005 P.63) opines that "...results from one method can help develop or inform the other method or one method can be nested within another method to provide insight into different levels of analysis". Therefore, by using both qualitative and quantitative research paradigms, the researcher will attain methodological triangulation that will help enhance the validity and reliability of the study. The qualitative approach will be employed during the collection, analysis, interpretation and presentation of none numerical data while the quantitative approach will be used in the collection, analysis, interpretation and presentation of numerical data.

3.2 Study Population

The target population for the study will consist of district education officers (DEOs), district inspectors of schools (DIS), staff of the directorate of education standards (DES) and members of school management committees (SMC), Head teachers and teachers in selected public primary schools in Bugisu sub-region. Bugisu sub region has 5 DEOs, 5 DIS, and 5 members of DES. It has 3246 members of SMC, 541 head teachers and 6584 teachers. These are the people the researcher believes have information concerning the effect of welfare on the performance of teachers as educators. The total population is distributed below in Table 3.1.

Table 3.1: Showing Total Population of the Study

| District | SMC | No. of public primary schools | No. of teachers | No.of head teachers | DEOs | DIS |
|---------------|-------------|-------------------------------|-----------------|---------------------|-----------|-----------|
| Bududa | 534 | 89 | 907 | 89 | 1 | 1 |
| Manafwa | 936 | 156 | 1778 | 156 | 1 | 1 |
| Mbale | 792 | 132 | 2140 | 132 | 1 | 1 |
| Sironko | 660 | 110 | 1153 | 110 | 1 | 1 |
| Bulambuli | 324 | 54 | 606 | 54 | 1 | 1 |
| Totals | 3246 | 541 | 6584 | 541 | 05 | 05 |

Source: District Personnel Offices (2014), Bugisu sub region)

3.3 Determination of the Sample Size

A sample is a set of respondents selected from the target population for purposes of a survey (Kombo & Tromp, 2006). It is a sub set of the total population that could be studied. The ideal sample is one that is large enough to serve as an adequate representation of the target population about which the researcher would like to generalize and small enough to be selected economically in respect to degree of accuracy, time, money, complexity of data analysis and respondent availability (Best and Khan, 1993). This is in tandem with Kothari (2004) who believes that a Sample size should be optimum that is one that fulfills the requirements of efficiency, representativeness, reliability and flexibility. While Gupta and Gupta (1986) opine that an appropriate sample size should increase as the variation in the respondents increases and the greater the degree of accuracy required the larger the sample size. Therefore, in order to determine a representative sample size from a cross-section of the population that fulfills the requirements enumerated by Kothari (2004) and Best and Khan (1993), the Yamane formula (1967) and use of proportions will be adopted. The Yamane formula is stated as: $n = \frac{N}{1 + N(e)^2}$ Where n=sample size; N=Population size and e=level of precision/sampling error at 0.05. But since the researcher will adopt a multi-stage sampling technique, the sample size will be computed on the assumption that 3 districts will be selected, say Bulambuli, Sironko and manafwa districts. Bulambuli district has 19 sub counties, Sironko district has 21 sub counties and Manafwa district has 30 sub counties leading to 70 sub counties in selected districts. Therefore the number of sub counties will be:

Using Yamane formula of $n = \frac{N}{1 + N(e)^2}$

$$70 \div 1 + 70(0.025)^2 = 70 \div 1 + 70(0.05)^2 = 70 \div 1 + 70 \times 0.0025 = 25 \text{ (sample size for sub counties)}$$

To select sub counties per district, proportions will be used. Thus;

For Bulambuli, $19 \div 70 \times 25 = 7$ sub counties, Sironko, $21 \div 70 \times 25 = 8$ sub counties and Manafwa, $30 \div 70 \times 25 = 10$ sub counties.

To select schools per Sub County, we get number of schools divided by sub counties in district, therefore, Bulambuli $= 54 \div 19 = 3$ schools per sub county

$$\text{Sironko} = 110 \div 21 = 5 \text{ schools per sub county}$$

$$\text{Manafwa} = 154 \div 30 = 5 \text{ schools per sub county}$$

Therefore, total number of schools per district to be selected will be

$$\text{Bulambuli} = 7 \times 3 = 21 \text{ schools, Sironko} = 8 \times 5 = 40 \text{ schools, Manafwa} = 10 \times 5 = 50 \text{ schools.}$$

$$\text{Hence total number of schools selected} = 21 + 40 + 50 = 111.$$

To get sample size for schools, we use solven formula

$$n = \frac{N}{1 + N(e)^2} = 111 \div 1 + 111(0.05)^2 = 111 \div 1 + 111 \times 0.0025 = 111 \div 1.275 = 87 \text{ school (sample size)}$$

To get schools per district, we use proportions. For Bulambuli $= 21 \div 111 \times 87 = 16$ schools, Sironko $= 40 \div 111 \times 87 = 31$ schools, and Manafwa $= 50 \div 111 \times 87 = 40$ schools. But remember that total number of teachers in the region is 6584 while that of school management committees is 3246. Therefore on average, every school has $6584 \div 541 = 12$ teachers and every school has 6 members of SMC.

Hence the selected 87 schools will lead to 1044 teachers (87×12) and 522 SMC members (87×6).

Hence the target population will be : DEOs $5 \times 1 = 5$, DIS $5 \times 1 = 5$, DES $1 \times 5 = 5$, SMC $87 \times 6 = 522$,

Head teachers $87 \times 1 = 87$, and Teachers $87 \times 12 = 1044$. This target population is summarized in Table 3.2.

Table 3.2: Showing the Sampled Population of the Study

| | | |
|----------------------|---------------|----|
| DEOs | 5×1 | 5 |
| DIS | 5×1 | 5 |
| DES | 1×5 | 5 |
| Head teachers | 87×1 | 87 |

| | | |
|-----------------|-------|-------------|
| SMC | 87×6 | 522 |
| Teachers | 87×12 | 1044 |
| TOTAL | | 1668 |

Therefore, to get sample size for teachers and SMC, we use proportions. That is for SMC, $522 \div 3246 \times 1668 = 268$ and for teachers, $1044 \div 6584 \times 1668 = 264$. The distribution of the sample size is shown below in Table 3.3.

Table 3.3: Showing Sample Size for the Study

| | |
|----------------------|------------|
| DEOs | 3 |
| DIS | 3 |
| DES | 5 |
| SMC | 268 |
| Head teachers | 87 |
| Teachers | 264 |
| TOTAL | 630 |

3.4 Sampling Techniques and Procedure

The researcher will employ several methods to select the appropriate sample for the study. These include multi-stage, purposive, cluster and convenience sampling. Multi-stage sampling will be applied during the selection of districts, sub counties and schools. Three out of five districts will be selected by simple random sampling. In the selected, districts, sub counties will also be selected by simple random sampling and this will also apply to the schools in the selected sub counties. Simple random sampling will be employed to avoid bias. In the selected schools, cluster sampling will be employed that is the respondents (teachers) will be grouped into males and females and simple random sampling will be performed on the clusters. Purposive sampling will be applied when collecting data from the district education officers, district inspectors of schools and staff of

the directorate of education standards because they are few and directly in management of schools at the district level hence expected to be knowledgeable about the effect of welfare on public primary school teachers. For members of SMC, convenient sampling method will be applied so that the researcher saves time (Amin, 2005). Bugisu sub region has 109 local government administrative units (3 divisions 98 sub counties and 8 town councils), 541 public primary schools, 541 head teachers and 6584 teachers. Therefore, a three multi- stage sampling design is most appropriate because it will be less costly, it will avoid bias and easy to administer without compromising representativeness and allows inference/generalization (Kothari, 2004; Koul, 2009).

3.5 Data Collection Methods

Data will be collected from both secondary and primary sources. Secondary data will be collected from text books, journals, Government reports, unpublished thesis and the internet.

The main primary data collection method will be observation, interview and through questionnaires. Through the observation method the researcher will directly observe and collect information on the school environment, staff housing and provision of meals at school. This Method will help the researcher collect data in its current form and it will not require the active cooperation of the respondents. This will help the researcher to obtain first hand information about welfare and teacher performance in contrast to information that will be provided by the respondents in the questionnaires which may be biased and inaccurate. Through the observation method, the researcher may be in position to obtain additional, unexpected but useful information which will help him formulate his own version of what is occurring in reference to welfare and performance of public primary school teachers in Bugisu sub region independent of the respondents (Kothari, 2004, Amin, 2005). The researcher will also use the interview method through oral verbal interactions with purposively selected DEOs, DIS and head teachers in a structured way to minimize on time wastage. Structured interviews require lesser skill, are more economical and provide room for inference. Interviews allow flexibility and this will enable the

researcher to adjust the interview to meet the diverse situations in the field. Interviews will allow explanations of meanings to the questions to eliminate ambiguity and provide an opportunity of correcting any misunderstanding by respondents and the researcher, and in-depth information search through further investigation of the responses that will serve the purpose of triangulation (Koul, 2009, Amin, 2005). Collection of data will also be done through questionnaires. The researcher will prepare questionnaires containing several questions concerning the objectives of the study and give them to the respondents who will write down the answers in the spaces provided in the questionnaire itself because this will make it more economical and convenient (Amin,2005).

3.6 Data Collection Instruments

The main data collection instruments in this study will be observation checklists, structured interview guide and questionnaires. The researcher will use these three types of instruments for purposes of triangulation and they will be developed on the basis of the study objectives and the conceptual framework.

3.6.1 Observation checklist

An observation checklist is a systematically designed schedule or form containing what the researcher would like to observe during the study in terms of numbers, sizes and their conditions (Amin, 2005).

Observation check lists will help the researcher collect data directly seen on the quality and number of teachers' houses, meals, medical care, allowances and school environment and their effect on teacher performance in public primary schools in Bugisu sub region. This will help the researcher minimize deliberate respondent information falsification and get first hand information (Amin, 2005).

3.6.2 Interview guide

An interview guide is a set of questions that a researcher asks when interviewing respondents in order to obtain data required to meet the objectives of the study. It helps the researcher to

understand the perceptions of the respondents better because it is a social encounter which caters for respondents who are more willing to talk than write as they would prefer to remain anonymous (Orodho, 2009, Berg, 1999, Best & Khan, 1993). The interview guide will consist of open ended questions because these will compel the respondents to give more unrestricted responses since open ended questions are perceived as less threatening (Picho, 2014). The interview guide will help the researcher collect data from DEOs, DIS and head teachers in a short time since they are normally busy and may not have time to fill the questionnaire.

3.6.3 Questionnaire

A questionnaire is a carefully designed form consisting of interrelated questions or statements prepared by the researcher about the research problem under investigation, based on the objectives of the study (Amin, 2005). It is research tool that gathers data over a large sample of respondents.

Questionnaires will be used because they allow for confidentiality, collection of a lot of data in a short time with a large number of respondents who may be geographically apart. Questionnaires do not call for close supervision; they are cheap and can allow respondents to fill them at a time convenient to them (Koul, 2009, Kothari, 2004).

3.7 Pre-testing (Validity and Reliability)

3.7.1 Validity

Mazaki (2009) echoes LoBiondo-wood & Haber (2002) by referring to validity as the extent to which an instrument measures what it is supposed to measure and whether it measures it accurately. To ensure validity, the instrument will cover all the dimensions of the phenomenon under study as clarified in the conceptual framework in figure 1.1. The questionnaire will be discussed with colleagues and the supervisors to assess their structure, contents, clarity,

consistency and relevancy in relation to the research objectives and the study will be carried out in a natural setting of public primary schools. The level of accuracy of the instruments will also be determined through computation of content validity index (CVI), an indicator of level of accuracy of the instrument. The inter-judge coefficient of validity will be applied for each item in the instrument (number of judges declared instrument valid)/(total number of judges) and an average will be computed for the overall instrument (Amin, 2005). The CVI formula by Amin (2005) will be applied; $CVI = (\text{Number of items declared valid} / \text{total Number of items})$. After computing the CVI as a way of determining the level of accuracy of the instrument, the researcher will interpret the CVI on the basis of George and Mallery (2003) rule:

- (A) 1 - 0.9 =Excellent (B) 0.8 – 0.89 = Good (c) 0.70 – 0.79 = Acceptable
(d) 0.60 – 0.69 = Questionable (E) 0.50 – 0.59 =Poor (F) 00 – 0.5 Unacceptable

The questionnaires will be given to two expert researchers (supervisors) to rate the validity of the items therein and content validity index (C.V.I) shall be computed by dividing the total number of valid items by the total number of the items in the questionnaire. The researcher will also use triangulation, that is more than one data collection method will be used to enhance the quality of the findings, (Amin, 2005; Koul, 2009; Kothari, 2004).

3.7.2 Reliability

Amin (2005) opines that reliability is the extent to which an instrument consistently measures whatever it is measuring. Mugenda and Mugenda (2003) consider reliability as the extent to which a research tool gives consistent results after repeated trials. To ensure reliability, the researcher will construct a questionnaire with appropriate wording, simple, direct and familiar words to the

respondents. Items in the questionnaire and interview guide that are double barreled, leading and based on assumptions will be avoided and schools and respondents will be selected without bias. The research tools will be pre-tested in a pilot study in one of the schools that will not have been selected for the study but within a similar environment to the schools participating in the study to determine clarity of items in the questionnaires and effectiveness of instructions. The level of consistency will then be computed through reliability coefficient which ranges between 0 and 1, and results interpreted on the basis of George and Mallery (2003) scale and if necessary, adjustments will be made on the questionnaires following the results of questionnaire from the pilot study. After piloting the total instrument, the items will be divided into two comparable sub sets; all odd items in one half and all the even items will be in the other half. Computation of each group's score will be on two halves since each group will end up with a score for the odd items and a score for the even items and then two sets of scores will be correlated. A reliability Coefficient will then be computed using Spearman- Brown prophecy formula;

$$r_{xx} = \frac{2r'_{xx}}{1+r'_{xx}}$$

Where

r'_{xx} = the correlation between the two halves and r_{xx} = split-half reliability coefficient (Amin,2005). And as earlier noted, the results of the computed reliability coefficient will be interpreted on the basis of George and Mallery (2003) scale.

3.8 Procedure of Data Collection

The researcher shall obtain an introductory letter from the faculty of Business and management, MUST/UTAMU and from the district education officers of Bulambuli, Sironko and Manafwa districts that will introduce him and his research assistants to the relevant authorities in public primary schools in Bugisu sub-region. The researcher intends to appoint five research assistants train them and use them to collect data from primary school teachers while he collects data from

DEOs, DIS, DES and head teachers using a structured interview guide and an observation checklist. After constructing questionnaires, the researcher will write an accompanying letter that will assure the respondents that any information they give will be kept confidential and used for academic purposes only. A good relationship with the respondents and the researcher and his assistants will be established, they will be informed about the purpose of the study and guided on how to fill the questionnaires. Appointments will be made with head teachers on when to conduct the interview during the month of June 2014.

3.9 Data Analysis

Data analysis is the process of examining what has been collected in a survey and making deductions and inferences. It involves scrutinizing the acquired information and searching for patterns of relationship that exist among the data groups (Kombo & Tromp, 2006, Kothari, 2004). The researcher will employ both quantitative and qualitative research paradigms in data analysis for purposes of methodological triangulation in order to enhance the validity and reliability of the study (Amin, 2005).

3.9.1 Quantitative Data Analysis

Data collected from the field will be examined for its accuracy and completeness of information given. It will be cleaned, sorted out and entered into the SPSS computer software and analyzed. Descriptive statistics such as frequencies, percentages, mean, standard deviation and Pearson's Coefficient of Correlation will be used while inferential statistics such as regression analysis will be employed to determine the magnitude of the effect of welfare on teachers' performance in public primary schools in Bugisu sub region.

Frequencies and percentages will be used because they can easily communicate the research findings to majority of the readers. Frequencies can easily show the number of times a response occurred and the number of respondents in a given category while percentages will inform the comparison of the sub groups that differ in size and proportion (Gay, 1992).

Frequencies and percentages will also be used to indicate whether welfare has a high, moderate or low effect on the performance of teachers in public primary schools in Bugisu sub region, while the mean will be used to indicate the average score of a range of scores. Standard deviation will be used to assess the degree of dispersion of the values around its mean, and will also be employed in assessing the error to which the mean of the sample was subject to when estimating the mean of the population from which the sample was taken. Pearson's Coefficient of Correlation is a statistical analysis which helps to determine the degree to which two variables fluctuate with reference to each other. In this study, the two variables are welfare and performance of teachers in public primary schools. Pearson's Coefficient of Correlation will be used to indicate whether there is any significant relationship (negative/positive) between welfare and performance of teachers in public primary schools in Bugisu sub region (Amin, 2005). The Pearson's Coefficient of Correlation is given by the formula;

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

N= number of paired observation

X=independent variable; welfare

Y=dependant variable; performance of public primary school teachers

$\sum XY$ =sum of cross products of X and Y. In analyzing quantitative data through the above mentioned statistical techniques, a statistician will be consulted to enhance the quality of the results.

3.9.2 Qualitative Data Analysis

Qualitative data analysis will be done by narrative as shall be recorded during face to face interview and through observation. The researcher will use a quick impressionist summary in analyzing qualitative data; he will summarize key findings by noting down the frequent responses of the respondents during the interview on various issues concerning housing, meals, medical care, allowances and school environment and their effect on performance of public primary school

teachers in Bugisu sub region. This technique of qualitative data analysis has been chosen because it saves time and it not very expensive. Interviews will be listened to attentively, in order to identify the emerging themes and through sorting, recording, reflection and interpretation of the meaning of data. (Amin, 2005; Kambo & Tromp, 2006, Souza, 2009, Nsubuga, 2008).

3.10 Measurement of Variables

Measurement is the process of assigning numbers to various degrees of observations, opinions and attitude about variables and the level of measurement is a function of the rules under which the numbers are assigned (Kothari, 2004).

For the questionnaire, the variables “welfare and teacher performance” will be measured using ordinal scale; using a 5 point-likert scale format (Strongly Disagree = 1; Disagree = 2; Undecided = 3; Agree = 4 and Strongly Agree = 5) adopted from Firdaus (2006) and modified according to the objectives of this study will be employed. The Likert scale technique will be used to assign a scale value to statements (indicators of the chosen dimensions of welfare) will then measure the respondent’s favorableness towards the given point of view. The Likert type scale of measuring variables has been chosen because it is easy to construct, takes much less time, it is considered more reliable as under it, respondents answer each statement included in the questionnaire and it allows use of statements that may not have a direct relationship to the attitude being studied (Kothari, 2004). The questionnaire will be divided into sections based on the constructs in the independent variable and the dependant variable. Thus: section A items on personal information, section B items on housing, section C items on meals at school, section D items on medical care, section E items on allowances, section F items on school environment and section G items on teacher performance. In analyzing the responses from the likert scale of the

questionnaire, means and standard deviation generated through the SPSS package will be obtained and an appropriate scale to interpret the means will be used. Generally, the scale will hinge on the categorization below:

| Mean Range | Response Mode | Interpretation |
|-------------------|----------------------|-----------------------|
| 4.51-5.00 | Strongly agree | Very High effect |
| 3.11-4.50 | Agree | High effect |
| 2.51-3.10 | Undecided | Moderate effect |
| 1.00-2.50 | Disagree | Low effect |
| Less than 1 | Strongly disagree | Very Low effect |

Interpretation of results from the regression analysis will be based on the standard regression (0.05). If below the standard, then welfare has significant positive effect on teachers' performance in public primary schools in Bugisu sub region and if it is above the standard then it will mean that Welfare has no significant effect on teacher performance in the region.

3.11 Ethical Considerations

During the planning, collection and processing of data, the researcher will follow a number of research guidelines to maintain ethical standards which will include; seeking informed consent of the respondents and making it known that their participation is voluntary and they are free to withdraw from the study at any time or may not answer questions they are uncomfortable with. The researcher will accord due respect to the respondents privacy and confidential treatment so that the names of the participants and their schools cannot be identified; the respondents will remain anonymous. The researcher will seek permission from DEOs to gain access to selected primary schools and this will be followed by officially writing to the head teachers requesting them to allow the researcher to conduct the study. (Amin, 2005, Nsubuga, 2008). The researcher will be objective in conducting the research process to avoid bias, by for example employing research assistants to collect the data. The researcher will also display high level of confidentiality with data collected from the respondents and will seek consent from them before administering data collection instruments.

3.12 Limitations

This study like many other studies will be faced by a number of limitations in terms of geographical, content and time scope. Due to time and financial constraints, this study will cover three out of the five districts that constitute Bugisu sub region. It will consider 87 schools out of 541 schools in the sub region. It will cover 87 head teachers out of 541 head teachers, 268 members of SMC out of 3246 members, 264 teachers out of 6043 teachers, 3DEOs out of 5 DEOs and 3 DIS out of 5 DIS in the sub region.

Only public primary schools, their SMC members, head teachers and teachers will participate in the study. The results of the study therefore will relate to only teachers in public primary schools. The results could differ for teachers in private primary schools and even secondary schools. The present study will focus only on five welfare dimensions (housing, meals, medical care, allowances and the school environment) and their effect on performance of teachers in public primary schools. There could be other welfare dimensions that have an effect on the performance of teachers in public primary school in Bugisu sub region. Performance in national examinations in the selected primary schools will not be analyzed in this study. The factors that influence the provision of welfare services and facilities in public primary schools in Bugisu sub region will not be included in this study.

The results of the study will depend upon the co-operation, willingness and sincerity of the DEOs, DIS, SMC members, head teachers and teachers in answering the questionnaires and responding to the items in the interview guide.

As a way of addressing some of the limitations, the researcher will ensure that the respondents are fully informed of the purpose of the study, assured that their identity will remain anonymous and the findings of the study are only for academic purposes. The use of Yamane formula; $n = \frac{N}{1 + N(e)^2}$ and proportions in determining the sample size and the use of simple random sampling in the selection of districts, sub counties and schools, purposive and cluster sampling techniques in the selection of respondents will ensure representativeness in this study.

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Appendix A:

Questionnaire for Teachers and SMC members

Dear Respondent, this questionnaire is intended to collect data from teachers and members of school management committees on the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region. You have been identified as a respondent and you are kindly requested to complete the questionnaire as illustrated in each section. Kindly answer the questions as honestly as possible and the information you give will be kept confidential and used for academic purposes only.

SECTION A- PERSONAL INFORMATION

Please indicate the correct option by ticking (✓)

1. What is your gender (a) female (b) male

2. For how long have you been working as a primary school teacher? (a) Less than a year

(b) 1-2 years (c) 3-4 years (D) 5-6 years (e) more than 6 years

3. In which district is your school found?(a) Mbale (b) Manafwa (c) Bududa

(d) Bulambuli (e) Sironko

- 4 What is your marital status (a) married (b) single (c) divorced (d) widowed

SECTION A:

HOUSING AND TEACHER PERFORMANCE IN BUGISU SUB REGION.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: 5= strongly agree, 4=Agree, 3= Undecided, 2=Disagree and 1= strongly disagree

| S/no. | Statement | 5 | 4 | 3 | 2 | 1 |
|-------|--------------------------------------------------------------------------------|---|---|---|---|---|
| 1 | My school has enough teachers' houses | | | | | |
| 2 | All teachers houses are within the school compound | | | | | |
| 3 | This school has teachers' houses outside the school compound | | | | | |
| 4 | This school always rents houses for teachers | | | | | |
| 5 | Non accommodated teachers are regularly paid housing allowances | | | | | |
| 6 | All teachers are always housed by the school | | | | | |
| 7 | The head teacher is housed by the school | | | | | |
| 8 | There are no teachers housed by the school | | | | | |
| 9 | Housing teachers makes them arrive early for their lessons | | | | | |
| 10 | Housing teachers leads to teachers management of record of work covered | | | | | |
| 11 | Teachers who stay in staff houses regularly attend staff meetings. | | | | | |
| 12 | Housing teachers minimize teachers' absenteeism | | | | | |
| 13 | Teachers who stay in staff houses counsel and guide pupils | | | | | |
| 14 | Teachers who stay in staff houses participate in co-curricular activities | | | | | |
| 15 | Teachers who stay in staff houses carry out regular assessment of learners | | | | | |
| 16 | Housing teachers makes it easier for teachers to produce good schemes of work. | | | | | |
| 17 | Housing teachers leads to making of lesson plans | | | | | |
| 18 | Housing teachers makes them to manage pupils discipline at school | | | | | |

SECTION C: PROVISION OF MEALS AND TEACHERS PERFORMANCE

Please indicate the extent to which you agree with the following statements by ticking (√) as in the previous section.

| s/no. | Statement | 5 | 4 | 3 | 2 | 1 |
|--------------|--------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 1 | This school always provides teachers with break tea. | | | | | |
| 2 | This school regularly provides food to teachers at lunch time. | | | | | |
| 3 | This school regularly provides evening tea to teachers. | | | | | |
| 4 | Feeding teachers at school makes them healthy. | | | | | |
| 5 | Feeding teachers at school makes them feel comfortable. | | | | | |
| 6 | Provision of meals to teachers makes them feel valued. | | | | | |
| 7 | Provision of meals to teachers leads to high teacher morale. | | | | | |
| 8 | Feeding teachers makes them interested in their work at school. | | | | | |
| 9 | Feeding teachers makes them to attend staff meetings | | | | | |
| 10 | Feeding teachers enhances actual teaching of pupils | | | | | |
| 11 | Provision of meals to teachers helps them to have ample time at school. | | | | | |
| 12 | Provision of meals minimizes teacher absenteeism | | | | | |
| 13 | Feeding teachers leads to teachers regular assessment of the learners | | | | | |
| 14 | Provision of lunch to teachers enhances time management for afternoon lessons. | | | | | |
| 15 | Feeding teachers always leads to their management of learner's register. | | | | | |

SECTION D: PROVISION OF MEDICAL CARE AND TEACHERS' PERFORMANCE

Please indicate the extent to which you agree with the statement by ticking (√) appropriately

| s/no. | Statement | 5 | 4 | 3 | 2 | 1 |
|--------------|----------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 1 | This school always provides first aid to teachers | | | | | |
| 2 | This school has a school sick bay for all teachers. | | | | | |
| 3 | This school always collaborates with the nearest dispensary in providing medical care to teachers. | | | | | |
| 4 | Provision of medical care enhances teachers' lesson preparations. | | | | | |
| 5 | Medical care leads to teachers preparation of lesson plans | | | | | |
| 6 | Provision of medical care influences teacher's participation in co-curricular activities. | | | | | |
| 7 | Teachers medical care by the school leads to pupil discipline management | | | | | |
| 8 | Provision of medical care to teachers makes them to counsel and guide pupils at school | | | | | |
| 9 | Provision of medical care makes teachers to attend staff meeting. | | | | | |
| 10 | Medical care for teachers leads to their actual teaching. | | | | | |
| 11 | Medical care for teachers leads to their preparation of record of work covered. | | | | | |
| 12 | Teacher medical care minimizes teachers absenteeism | | | | | |
| 13 | Provision of medical care to teachers leads to their regular assessment of the pupils | | | | | |
| 14 | Medical care for teachers leads to management of learners registers | | | | | |
| 15 | Teachers' medical care influences their time management. | | | | | |

SECTION E: PROVISION OF ALLOWANCES AND TEACHERS PERFORMANCE

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

| s/no. | Statement | 5 | 4 | 3 | 2 | 1 |
|-------|--------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1 | Teachers are always paid transport allowances | | | | | |
| 2 | Teachers are always paid overtime allowances | | | | | |
| 3 | Teachers are always paid duty allowances | | | | | |
| 4 | Provision of allowances positively affects teachers preparation of schemes of work | | | | | |
| 5 | Provision of duty allowances promotes teachers lessons preparation | | | | | |
| 6 | Duty allowance enhances teachers participation in co-curricular activities | | | | | |
| 7 | Overtime allowance positively influences teachers participation in counseling and guiding pupils | | | | | |
| 8 | Allowances positively influence teachers' attendance of staff meetings. | | | | | |
| 9 | Provision of allowances minimize teacher absenteeism | | | | | |
| 10 | Provision of allowances influences teachers' preparation of record of work covered | | | | | |
| 11 | Provision of allowances enhances teachers' punctuality in their work. | | | | | |
| 12 | Provision of allowances motivates teachers to assess pupils regularly. | | | | | |
| 13 | Provision of allowances improves teachers' actual teaching | | | | | |
| 14 | Allowances enhance teachers' management of learners register | | | | | |
| 15 | Provision of allowances enhances teachers' management of pupils' discipline. | | | | | |

SECTION F: SCHOOL ENVIRONMENT AND TEACHERS PERFORMANCE.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately.

| s/no. | Statement | 5 | 4 | 3 | 2 | 1 |
|-------|-----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1 | Your school has enough classrooms for every class. | | | | | |
| 2 | All classrooms have good chalk boards | | | | | |
| 3 | My school has good sanitation for teachers | | | | | |
| 4 | My school has good latrines for teachers | | | | | |
| 5 | My school has separate latrines for female and male teachers. | | | | | |
| 6 | The school has a staff room | | | | | |
| 7 | The staff room has working tables for teachers | | | | | |
| 8 | All classrooms have enough sitting facilities for pupils | | | | | |
| 9 | The staff room has sitting facilities for all teachers | | | | | |
| 10 | The school environment influences teachers' preparation of schemes of work. | | | | | |
| 11 | Working tables promote teachers preparation of lesson plans | | | | | |
| 12 | Classroom sitting facilities enhances teachers' management of pupils discipline | | | | | |
| 13 | Good school sanitation positively influences teachers participation in co-curricular activities in school | | | | | |
| 14 | Provision of separate latrines for male and female teachers minimizes teacher absenteeism | | | | | |
| 15 | Provision of sitting facilities in the staffroom affect teachers' assessment of pupils | | | | | |
| 16 | Lack of chalkboards in classrooms have no effect on teachers actual teaching | | | | | |
| 17 | Sitting facilities for teachers affect counseling and guidance | | | | | |
| 18 | Working table enables teachers' preparation of record of work covered. | | | | | |

| | | | | | | |
|----|---------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 19 | Provision of separate latrines for males and females teachers leads to good time management by teachers for their lessons | | | | | |
| 20 | Availability of a staff room positively influences teachers' attendance of staff meetings. | | | | | |

SECTION G: TEACHERS PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BUGISU SUB REGION.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately.

| S/NO | STATEMENT | 5 | 4 | 3 | 2 | 1 |
|------|-------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1 | Always teachers come by 7:30 am at school. | | | | | |
| 2 | There are schemes of work by the first day of the term. | | | | | |
| 3 | Teachers prepare lessons daily. | | | | | |
| 4 | Always teachers come with lesson plans in class. | | | | | |
| 5 | Always teachers use lesson plans in class. | | | | | |
| 6 | Teachers are always present at school supervising all school activities. | | | | | |
| 7 | There is active teacher involvement in co-curricular activities in school. | | | | | |
| 8 | There is efficient teacher management of pupil's discipline at school. | | | | | |
| 9 | There is regular attendance to all lessons by all teachers at school. | | | | | |
| 10 | There is regular assessment of pupils through tests. | | | | | |
| 11 | There is efficient counseling and guidance of pupils by teachers at school | | | | | |
| 12 | Teachers maintain of pupil's records properly (e.g. registers, academic progress records) | | | | | |
| 13 | The turn up of teachers in staff meetings is high. | | | | | |
| 14 | There is effective teacher participation in staff meetings. | | | | | |
| 15 | Always teachers maintain a record of work covered. | | | | | |
| 16 | The head teacher is always at school supervising school activities. | | | | | |
| 17 | Always Teachers use pupil centered teaching methods in their lessons. | | | | | |

Appendix B: Interview guide for DEO, DIS, DES and Head teachers

1. How many schools are in your district
2. How many teachers do you have on the government payroll in your district/school?
3. Of these, how many are females?
4. Do you have housing for teachers in your district
5. How many teachers are housed by schools in your district
6. How many female teachers are housed by the school?
7. Do schools rent houses for teachers
8. How does teacher housing affect teachers preparation of (i) Schemes of work (ii) lessons plans (iii) Co-curricular activities (iv) Actual teaching (v) Assessment of learners (vi) Absenteeism.
9. How do teachers in public primary schools get meals in your district?
10. Who pays for teachers meals in public primary school?
11. What is your opinion on the effect of meals on teachers’
 - Lesson preparation
 - Actual teaching
 - Absenteeism
 - Assessment of learners
 - Time management
 - Counseling and guidance
 - Pupil discipline management
12. What happens to teachers who fall sick in your school/ district?
13. What is your opinion on the effect of provision of medical care on teacher performance in public primary schools in your district/school?
14. Do public primary teachers receive any allowances in your district?
15. What type of allowances do teachers get in your school/district?
16. What is the effect of providing allowances to teachers as educators?
17. How does the school environment affect teachers’ performance in public primary schools in your district?
18. Do you have any other comments to make about teachers’ welfare in public primary schools in your district?

Appendix C: OBSERVATION CHECK LIST

1. Staff houses within the school.
2. Staff houses near the school.
3. Teachers' meals- break tea, lunch and evening tea.
4. First aid box and its contents.
5. School sick bay and school nurse.
6. Classrooms and their state.
7. Presence of black boards.
8. General school sanitation.
9. Toilets/urinals- General, male and female.
10. Staff room and working table.
11. Sitting facilities in the class rooms and staff room.
12. Teachers' schemes of work and lesson plans.
13. Teaching learning process.
14. Pupils' exercise books.
15. General appearance of the school, teachers, pupils, cleanliness or tidiness.

APPENDIX: D
TIME SCHEDULE

| | |
|------------------------------------------------------------------|------------------------------|
| 1 Proposal writing | November 2013 to April 2014 |
| 2 Proposal defense | June 2014 |
| 3 Corrections on the proposal | July 2014 |
| 4 Piloting | August 2014 |
| 5 Submission of final proposal | September 2014 |
| 6 Data collection | November 2014 |
| 7 Data analysis | December 2014 |
| 8 Writing draft report | January 2015 |
| 9 Writing research final report | February 2015 |
| 10 Defense of thesis | March 2015 |
| 11 Corrections after defense | April 2015 |
| 12 Submission of final thesis | May 2015 |
| 13 Attending conferences, seminar, writing and presenting papers | November 2013-november 2016. |

APPENDIX: E

BUDGET

| PARTICULARS | AMOUNT |
|---------------------------------|------------------|
| 1 Stationary | 400,000 |
| 2. Typing Instrument | 600,000 |
| 3. Piloting instruments | 400,000 |
| 4. Data collection and Analysis | 2,500,000 |
| 5. Meals and accommodation | 2,000,000 |
| 6. Transport | 2,000,000 |
| 7. Miscellaneous 10% | 790,000 |
| TOTAL | 8,690,000 |

Appendix: F

A table 3.5 showing the rating of the instruments validity by three (3) judges

| | | | | | | | | | | | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Judge 1 | V | v | v | v | v | V | v | v | v | v | v | v | V | v | v | i |
| Judge 2 | V | v | i | v | v | I | v | i | v | i | v | v | I | i | i | i |
| Judge 3 | V | v | i | i | i | V | i | v | v | v | v | v | V | v | v | v |
| CV1 | 1.0 | 1.0 | 0.3 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 1.0 | 0.7 | 1.0 | 1.0 | 0.7 | 0.7 | 0.7 | 0.3 |
| Item | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| Judge 1 | V | v | v | v | v | V | v | v | v | v | v | v | V | v | v | v |
| Judge 2 | I | i | v | v | v | I | v | v | v | v | i | i | V | v | i | v |
| Judge 3 | V | v | v | v | i | I | i | i | v | v | v | v | V | v | v | v |
| CV1 | 0.7 | 0.7 | 1.0 | 1.0 | 0.7 | 0.3 | 0.7 | 0.7 | 1.0 | 1.0 | 0.7 | 0.7 | 1.0 | 1.0 | 0.7 | 0.7 |
| Item | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 |
| Judge 1 | V | V | v | v | v | V | v | v | v | v | v | v | V | v | v | v |
| Judge 2 | I | V | v | v | i | I | v | i | i | i | i | v | I | v | i | i |
| Judge 3 | V | I | i | i | v | V | v | i | v | v | v | v | V | v | v | v |
| CVI | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 1.0 | 0.3 | 0.7 | 0.7 | 0.7 | 1.0 | 0.7 | 1.0 | 0.7 | 0.7 |
| Item | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 |
| Judge 1 | V | V | v | v | v | V | v | v | v | v | v | v | V | v | v | v |
| Judge 2 | I | V | v | v | v | V | v | v | v | v | v | i | V | v | v | v |
| Judge 3 | I | V | v | v | v | V | v | v | v | v | v | v | V | v | v | v |
| CV1 | 0.3 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.7 | 1.0 | 1.0 | 1.0 | 1.0 |
| Item | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| Judge 1 | V | I | v | v | v | V | v | v | v | v | v | v | V | v | v | v |
| Judge 2 | V | V | v | v | v | V | v | v | v | i | i | i | I | i | v | v |
| Judge 3 | V | V | v | v | v | V | v | v | v | v | v | v | V | v | v | v |
| CVI | 1.0 | 0.7 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 1.0 | 1.0 |
| Item | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 |
| Judge 1 | V | V | v | v | v | V | v | v | v | v | v | v | V | v | v | v |
| Judge 2 | V | I | i | i | v | V | v | i | v | v | v | v | V | v | v | v |
| Judge 3 | V | V | v | v | v | V | v | v | v | v | v | v | V | v | v | v |
| CV1 | 1.0 | 0.7 | 0.7 | 0.7 | 1.0 | 1.0 | 1.0 | 0.7 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Item | 97 | 98 | 99 | 100 | | | | | | | | | | | | |
| Judge 1 | V | V | v | v | | | | | | | | | | | | |
| Judge 2 | V | V | v | v | | | | | | | | | | | | |
| Judge 3 | V | V | v | v | | | | | | | | | | | | |
| CV1 | 1.0 | 1.0 | 1.0 | 1.0 | | | | | | | | | | | | |

KEY: v=item rated valid

I=item rated irrelevant.

In computing the validity of the instrument, the researcher used inter-judge coefficient of validity; (number of judges declared item valid) / (total number of judges). This was done for all the items in the instrument and an average was computed for the overall research instrument (Amin, 2005). Thus Average content validity index = $\sum CVI / \text{number of all items}$

$$= 84.9/100$$

$$CVI = 0.849$$

So the value of content validity index was found to be **0.85** and according to George and Mallery scale, it means that the instrument is valid.

**APPENDIX G:
RELIABILITY COEFFICIENT**

Computation of Reliability of Research Instrument

Section B – 18 items when split-half we consider **9** in each set
 Section C – 15 items when split-half we consider **7** in each set
 Section D – 15 items when split-half we consider **7** in each set
 Section E – 15 items when split-half we consider **7** in each set
 Section F – 20 items when split-half we consider **10** in each set
 Section G – 17 items when split-half we consider **8** in each set

Table 3.6 for Sub-section B

| S/No | X (odd) | Y (even) | X ² | Y ² | XY |
|----------|-----------|-----------|----------------|----------------|-----------|
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 | 1 | 1 |
| 4 | 1 | 4 | 1 | 16 | 4 |
| 5 | 5 | 4 | 25 | 16 | 20 |
| 6 | 4 | 4 | 16 | 16 | 16 |
| 7 | 3 | 3 | 9 | 9 | 9 |
| 8 | 3 | 3 | 9 | 9 | 9 |
| 9 | 2 | 3 | 4 | 9 | 6 |
| Σ | 21 | 24 | 67 | 78 | 67 |

Table 3.7 for sub section C

| S/No | X (odd) | Y (even) | X ² | Y ² | XY |
|----------|-----------|-----------|----------------|----------------|-----------|
| 1 | 3 | 5 | 9 | 25 | 15 |
| 2 | 1 | 4 | 1 | 16 | 4 |
| 3 | 4 | 4 | 16 | 16 | 16 |
| 4 | 4 | 5 | 16 | 25 | 20 |
| 5 | 3 | 4 | 9 | 16 | 12 |
| 6 | 4 | 3 | 16 | 9 | 12 |
| 7 | 3 | 4 | 9 | 16 | 12 |
| Σ | 22 | 29 | 76 | 123 | 91 |

Table 3.8 for sub section D

| S/No | X (odd) | Y (even) | X ² | Y ² | XY |
|----------|-----------|-----------|----------------|----------------|-----------|
| 1 | 1 | 2 | 1 | 4 | 2 |
| 2 | 2 | 4 | 4 | 16 | 8 |
| 3 | 3 | 3 | 9 | 9 | 9 |
| 4 | 3 | 3 | 9 | 9 | 9 |
| 5 | 3 | 3 | 9 | 9 | 9 |
| 6 | 3 | 2 | 9 | 4 | 6 |
| 7 | 2 | 3 | 4 | 9 | 6 |
| Σ | 17 | 20 | 45 | 60 | 49 |

Table 3.9 for sub section E

| S/No | X (odd) | Y (even) | X ² | Y ² | XY |
|----------|-----------|-----------|----------------|----------------|-----------|
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 | 1 |
| 3 | 3 | 4 | 9 | 16 | 12 |
| 4 | 3 | 3 | 9 | 9 | 9 |
| 5 | 4 | 3 | 16 | 9 | 12 |
| 6 | 4 | 3 | 16 | 9 | 12 |
| 7 | 4 | 3 | 16 | 9 | 12 |
| Σ | 20 | 18 | 68 | 54 | 59 |

Table 3.10 for sub section F

| S/No | X (odd) | Y (even) | X ² | Y ² | XY |
|----------|-----------|-----------|----------------|----------------|-----------|
| 1 | 4 | 2 | 16 | 4 | 8 |
| 2 | 3 | 3 | 9 | 9 | 9 |
| 3 | 4 | 2 | 16 | 4 | 8 |
| 4 | 2 | 3 | 4 | 9 | 6 |
| 5 | 2 | 4 | 4 | 16 | 8 |
| 6 | 4 | 4 | 16 | 16 | 16 |
| 7 | 4 | 3 | 16 | 9 | 12 |
| 8 | 3 | 2 | 9 | 4 | 6 |
| 9 | 3 | 4 | 9 | 16 | 12 |
| 10 | 2 | 2 | 4 | 4 | 4 |
| Σ | 31 | 29 | 103 | 91 | 89 |

Table 3.11 for sub section G

| S/No | X (odd) | Y (even) | X ² | Y ² | XY |
|----------|-----------|-----------|----------------|----------------|------------|
| 1 | 3 | 3 | 9 | 9 | 9 |
| 2 | 5 | 5 | 25 | 25 | 25 |
| 3 | 5 | 5 | 25 | 25 | 25 |
| 4 | 4 | 4 | 16 | 16 | 16 |
| 5 | 4 | 4 | 16 | 16 | 16 |
| 6 | 4 | 4 | 16 | 16 | 16 |
| 7 | 4 | 4 | 16 | 16 | 16 |
| 8 | 4 | 5 | 16 | 25 | 20 |
| Σ | 33 | 34 | 139 | 148 | 143 |

Summaries of summations from the tables

| Sub-section | X (odd) | Y (even) | X ² | Y ² | XY |
|---------------|---------|----------|----------------|----------------|-----|
| Σ of B | 21 | 24 | 67 | 78 | 67 |
| Σ of C | 22 | 29 | 76 | 123 | 91 |
| Σ of D | 17 | 20 | 45 | 60 | 49 |
| Σ of E | 20 | 18 | 68 | 54 | 59 |
| Σ of F | 31 | 29 | 103 | 91 | 89 |
| Σ of G | 33 | 34 | 139 | 148 | 143 |

For each row, the values are substituted into the Pearson formula to compute the reliability coefficient (r) which is then corrected using Spearman Correction Formula to give the value of the reliability for each sub-section.

Formulae used:

- i. Pearson Formula

$$r = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{N}\right) \left(\sum Y^2 - \frac{(\sum Y)^2}{N}\right)}}$$

- ii. Spearman Correction Formula

$$r_{SB} = \frac{2r_{hh}}{1 + r_{hh}}$$

Table showing the summaries of computation of R

| Sub-section | B | C | D | E | F | G |
|--------------------|-------------|----------|----------|----------|----------|----------|
| Value of R | 0.9 | 1.0 | 1.0 | 1.0 | 0.33 | 0.99 |
| Total | 5.22 | | | | | |
| Average R | 0.87 | | | | | |

So the value of reliability coefficient of the instrument was found to be **0.87**

Basing on George and Mallery scale (2003), it implies that the reliability of the Instrument of data collection is **good** and can thus be used for data collection.