

**SCHOOL WELFARE AND TEACHER PERFORMANCE IN GOVERNMENT  
AIDED SECONDARY SCHOOLS IN MUKONO DISTRICT, UGANDA**

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**DECLARATION**

**I OKWENJE VINCENT**, hereby, declare that this is my original work and has never been submitted to any university for any award of a degree or diploma

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## APPROVAL

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## LIST OF ABBREVIATIONS

ASSHU	Association of Secondary School Head Teachers in Uganda
CSO	Civil Society Organizations
CVI	Content Validity of the Instrument
D/HT	Deputy Head Teachers
DEO	District Education Officer
DES	Directorate of Education Standards
DOS	Director of Studies
EFA	Education for All
ESR	Education Sector Review
H/T	Head Teachers
HDR	Human Development Report
MDGS	Millennium Development Goals
MOES	Ministry of Education and Sports
NTU	Nigeria Teaching Union
PTA	Parents Teacher Association
SESEMAT	Secondary Science and Mathematics Teachers Program
SMCS	School Management Committees
UCE	Uganda Certificate of Education
UN	United Nations
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education Scientific and Cultural Organization

## ABSTRACT

The topic of the study was school welfare and teacher performance in government secondary schools in Mukono District. The study objectives were: To assess the level of school welfare, assess the level of teachers' work performance and to establish whether there is a significant relationship between school welfare and teachers work performance. The study was both quantitative and qualitative. The researcher used a descriptive cross sectional survey study design for objective one and objective two of the study. A correlation design was used for objective three of the study. A descriptive analysis was applied using frequencies, percentages and means. Also, Pearson Correlation Analysis was used to determine the relationship between variables. From the study it was found out that school welfare as assessed by the teachers was low (Grand mean = 2.23, std = 1.004), teachers' work performance was assessed as low and the following teacher performance gaps were identified; teachers' failure to scheme, lesson plan, beat the set deadlines, absenteeism, unwillingness to take on extra duties and failure to carry out students' assessment as required. There was a weak linear significant direct relationship between school welfare and teachers' work performance ( $r = 0.194$ ,  $p = 0.005$ ). The researcher concluded that school welfare was low and it was significantly related to teachers work performance.

The researcher made the following recommendations: The school administrators and school management committees to pay attention to school welfare. Administrators and management committees should ensure that there is value for money. Administrators should conduct regular appraisals of teachers. To the policy makers at ministry level, there is need to review the policies governing school welfare.

## CHAPTER ONE: INTRODUCTION

This chapter gives an overview on the *School Welfare and Performance of Secondary School Teachers*. It entails the background of the study, statement of the problem, study objectives, research questions, scope, and significance of the study, theoretical review and the conceptual framework of the study.

### 1.0 Background

This study was set to find out the extent to which school welfare influences teacher performance in secondary schools. According to Bamusananire (2007), school welfare is the provision of minimal level of well-being and social support for teachers. Welfare is general health or happiness and safety of a person Dale. O (2006). Atkinson. M (2003), defines welfare as advice given on individual problems, for example, assistance to employees in transport, housing, provision of social and recreation facilities. Free dictionary defines welfare as good fortune, health, happiness and prosperity of a person, group or organization. However, for the purpose of the study, school welfare entailed all that the schools provide to their teachers to make them happy and have the morale to work and this included; good care and living conditions provided to the teachers for example accommodation, transport, medical care, allowances for extra duty, social and recreation facilities, guidance and counseling, feeding while at work, soft loans, condolences, safety, financial support in organizing social events such as marriage ceremonies and funerals. Teacher performance on the other hand has been defined variously by authors for example, Boddy (2008), defines performance as a result of an activity while Armstrong (2011), defines performance as the achievement of quantified objectives which entails both behavior and results.

For the purpose of the study performance referred to the behavior and a measure of the outcomes of teachers' efforts (input) in the school as aligned to the set goals. Government aided schools are those that get financial support and operate under the government policies stipulated in the Education Act, 1995.

UNESCO 2004, Education report has it that poor working conditions such as lack of transport, accommodation and safety discourage potential good candidates from considering a career in teaching and long term serving teachers want to leave the profession because of the deplorable working conditions. According to the 1998 Human Development Report on South Asia, 68 percent of schools in Pakistan had no drinking water, 92 percent had no playgrounds, 60 percent had no school fences, 82 percent had no accommodation facilities and 16 percent were without a building. Lack of transport and security in the remote rural areas also discouraged younger stars to opt for teaching.

Amaka. A (2012), has it that in Africa, most people engage in those activities that will result in immediate gain. He further argued that in Nigeria, the drive of success was characterized by self-employed Nigerians in contrast to lack of motivation of those with civil service work force. Welfare systems in civil service were not matching the efforts of employees. Satpal K (2003), argued that the poor school welfare programs and other factors were key issues leading to unsatisfactory attitude of the teachers.

In Uganda, the interest to improve the teachers' welfare was welcomed by the government under the Ministry of Education and Sports after the Kajubi Report on the state of education in the country with the view to resolve the problem of low teacher's performance. The literature was full of policy recommendations (Government White Paper

1992). However, the implementation of the white paper proposals was not realized and schools seem not to have clear directions in handling school welfare.

Nalweyiso (2012), contends that school welfare in private secondary schools in Mukono District is wanting. Majority of the secondary schools have not paid attention to school welfare. Schools lack accommodation facilities for teachers, do not provide transport allowances, no medical attention paid to teachers, teachers' safety and security are not assured and teachers travel long distances to reach their work places. The working conditions of teachers in general was not good and required attention to enhance teacher performance. The Uganda National Examinations Board (UNEB) 2001 report (cited in Maicibi. N.A (2005), indicated that there was prevalent teachers' misconduct, involvement in examination malpractice at the national level and use of old methods of teaching as a result of poor working conditions. It was in light of the concerns described above that the cardinal focus of the study was to find out the extent to which school welfare was influencing teacher performance in secondary schools in Mukono District Uganda.

### **1.1 Statement of the Problem**

Over the last two decades, schools have increasingly advocated for improved school welfare systems in their budgets after convincing their Board of Governors (BOG) and Parents and Teachers' Association (PTA) that good welfare systems would increase teachers' performance which in turn would improve students' academic performance.

In spite of all these measures, still the problem of teachers' poor performance was rampant (District Education report 2011). In the report, the District Education Officer pointed out that, there were significant indicators of poor performance among teachers including poor class attendance, high absenteeism, poor punctuality, while some teachers had been

reported to go to class without any preparation which results to poor teaching process. From the concerns raised, it was not clear whether any improvement in school welfare programs had yielded corresponding teacher and in turn student performance.

### **1.2 Purpose of the Study**

The purpose of the study was to find out the influence of school welfare on teachers' work performance in government aided secondary schools in Mukono district.

### **1.3 Objectives of the Study**

The study was based on the following objectives:

- i. To assess the level of school welfare provided in government secondary schools in Mukono District
- ii. To establish the level of teachers work performance in government secondary schools in Mukono District
- iii. To establish the relationship between school welfare and teachers' work performance in government secondary schools in Mukono District

### **1.4 Research Questions**

The questions answered by the study were:

- i What is the level of school welfare provided by government secondary schools in Mukono District?
- ii What is the level of teachers' work performance in government secondary schools in Mukono District?
- iii Is there a relationship between school welfare and teachers' work performance in government secondary schools in Mukono District?

## **1.5 Hypothesis**

The hypothesis that was tested was;

- i. There is no significant relationship between school welfare and teachers' work performance in government secondary schools in Mukono District.

## **1.6 Scope**

### **1.6.1 Geographical Scope**

The study covered government-aided secondary schools in Mukono District. This was because the academic performance in government secondary schools was still poor and could be attributed to teachers' school welfare.

### **1.6.2 Content Scope**

The study was limited to the extent to which school welfare influences teacher performance in government secondary schools in Mukono district. School welfare programs in the study were limited to the following: accommodation, medical attention, transport allowances, allowances for extra duty, meals, guidance and counseling, money advances, social support, recreation facilities. While teachers' performance was limited to the following:

Timely scheming and lesson planning, timely setting and marking of exams, punctuality, attending and contributing in staff meetings, participation in co-curricular activities, willingness to take on extra duties.

### **1.6.3. Time Scope**

The study covered the period upto 2013 while reviewing literature of different researchers and scholars for reference.

### **1.7 Significance of the Study.**

It was hoped that the study would be useful to:

- The scholars because the study would add to the already existing literature on the extent to which school welfare influences teachers' performance in secondary schools.
- The policy makers: because the study would provide information for reference that would be vital in reviewing the current policies of school welfare in Uganda.
- The administrators: the study would equip them with knowledge on the current school welfare demands which would help teachers and in the long run improve school performance in Mukono district.

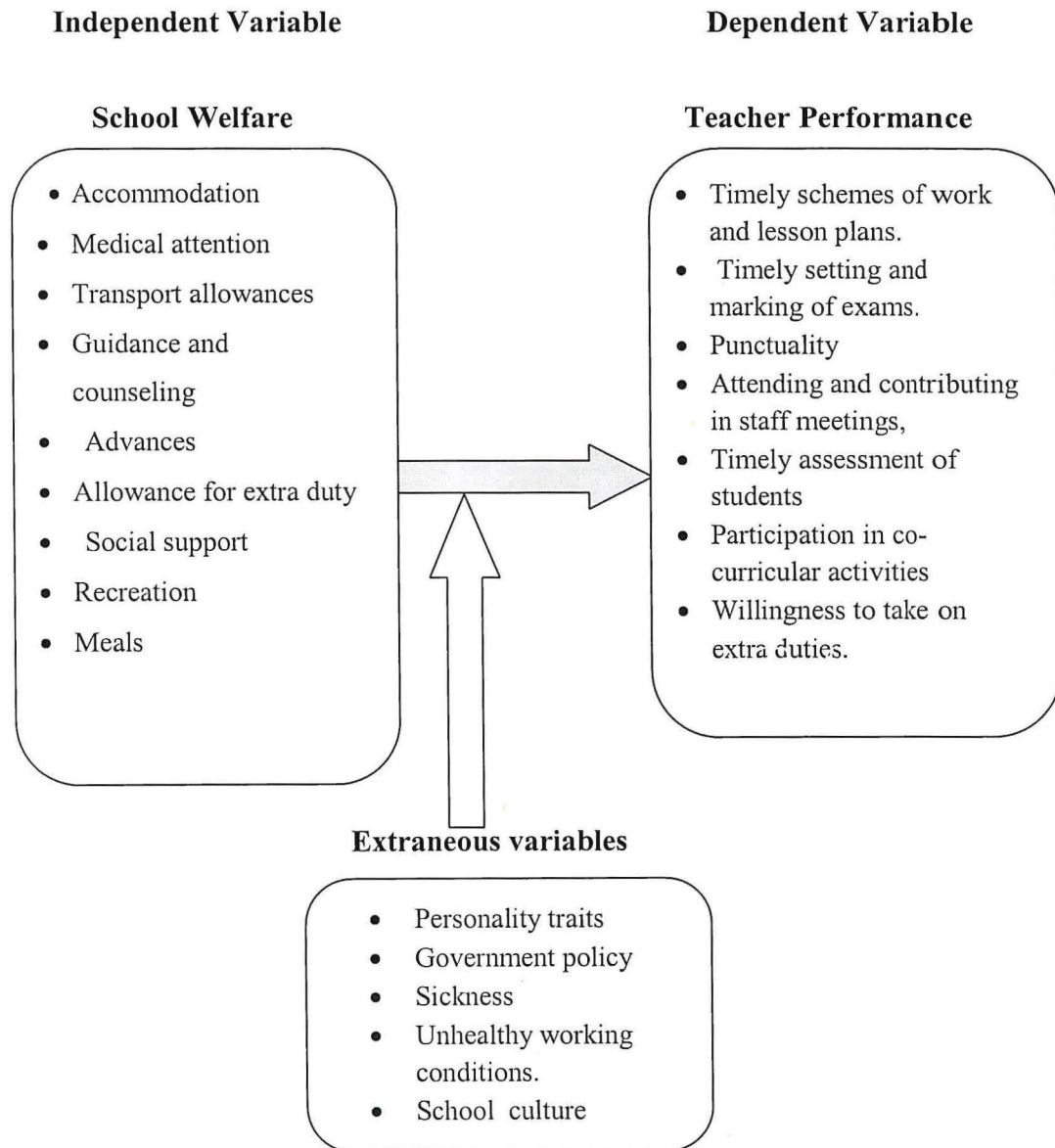
### **1.8. Theoretical Review**

The study was guided by the equity theory. Equity theory by Adams (1963), assumes that the perception of people about how they are being treated as compared to others doing the same job within or in another similar institution enhances performance or decreases it. It emphasizes that employees expect a fair return for what they contribute to their jobs, a concept referred to as the "equity norm". It also assumes that workers who perceive themselves as being in an inequitable situation will seek to reduce the inequity either by distorting inputs and outputs or by directly altering the inputs which eventually will affect the outputs. The school welfare was not commensurate to teachers' effort and that is why there was teacher absenteeism and minimal participation in school activities (Nalweyiso 2012). Porters, Bingham and Simonds (2008), agree with the equity theory and argue that employees compare their rewards with others doing the same kind of job.



Vroom and Adam (1964), argue that motivation is high when people know what they have to do to get a reward. Williams (2012), believes that a reward is worthwhile for employees to pursue high levels of performance. Therefore, provision of allowances, meals, accommodation among others would enhance teachers' performance and in turn improve students' academic grades.

## 1.9 Conceptual Framework



**Figure 1: Conceptual Framework**

*Figure 1* above presents the relationship between school welfare and teachers performance.

Adopted from the Model of Mullins (2000).

The independent variable in the study was school welfare which included: accommodation, medical attention, transport allowances, allowances for extra duty, advances, social support, guidance and counseling, recreation and meals. While dependant variable was teacher performance and was indicated by timely setting and marking of exams, attending staff meetings, participation in co-curricular activities, participation in class room activities, willingness to take on essential assigned responsibilities and timely preparation of lesson plans.

However, the extraneous variables such as personality traits, government policy, sickness, unhealthy working conditions and school culture may influence teachers' performance and the students expected outcomes may not be realized. The researcher did not include extraneous variables in questionnaires and interview guide and by so doing their effect on the study was controlled.

### **1.20 Definition of Key Terms**

- a) **Performance:** For the purpose of the study performance refers to the behavior and a measure of the outcomes of teachers' efforts (input) in the school as aligned to the set goals
- b) **Government aided schools:** These are schools that get financial support and operate under the government policies stipulated in the Education Act.
- c) **School welfare:** This entails all that the schools provide to their teachers to make them happy and have the morale to work.
- d) **Secondary schools:** These are schools for children who have completed their primary school education.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

It was important to link the study to some other related studies carried out at different times so as to make realistic comparisons and contrasts based on the theories and the study objectives.

This chapter highlighted three objectives which included: assessing the level of school welfare in Mukono district, to assess the level of teachers' work performance in government secondary schools in Mukono District and to establish the relationship between school welfare and teachers' work performance in government secondary schools in Mukono District. The researcher reviewed the related literature from books, newspapers, government publications, minutes of meetings and magazines.

Dale- Olsen (2007), argued that welfare shares important traits with non- wage amenities. Employee welfare is singled out from the basic wage, thus, employee evaluation is influenced by endowment and this strengthens the worker's attachment to his duties, Knetsh and Thaler (1990).

School Welfare includes anything that is done for the comfort and improvement of teachers' lives and is provided over and above the wages. Welfare helps in keeping the morale and motivation of the teachers' life so as to enhance their performance. The welfare measures need not be in monetary terms only but in any kind. Welfare programs like housing, promotion, medical attention, educational sponsorship, and allowances for extra duty and recreation facilities help in raising the teachers' standards of living. This makes

teachers to pay more attention towards work and thus, increasing their productivity, Rabin (1998).

Cowling and Mailer (1992), have it that welfare is a co-operate attitude or commitment reflected in the expressed care for employees at all levels. Bamusinire (2009), argues that welfare is the provision of a minimum level of wellbeing and social support for staff. Bolton (2002), views welfare as advice given on individual problems for example, assistance to employees on transport, housing, social support and recreational facilities.

### **2.1 Level of School Welfare Provided**

Okello (2011), argues that school welfare plays a very big role in the performance of teachers where he cited provision of accommodation, health care, support in social functions, allowances for extra duty, recognition among others as important incentives to teachers. Whereas, Watson (2002), argues that employees are motivated by things that promote their career and opportunities that their peers see as success, for example accommodation, food and promotion, Aswathappa (2003) and Bardwel (2004), argue that money is a key motivator for people to accomplish a task. That is the reason why some schools give allowances such as marking, extra duty, weekly duty, departmental heads, weekend duty and many others. These allowances enhance performance in specific tasks if that work is done well and in time.

UNESCO (2004), report has it that towns and cities because of having housing facilities which attract good teachers and efforts to deploy teachers in rural schools with no accommodation for teachers are suffocated. Teachers who have no accommodation in schools are irregular and report late for duty. These affects their performance and in turn, the performance of the learners in the schools. The same UNESCO report advocated for

expansion of accommodation facilities for teachers in schools so as to enhance their performance. Walusimbi (2006), observed that providing accommodation for teachers could make them more effective in performance and schools which lack accommodation for teachers face a problem of attracting, retaining and getting the best out of their teachers.

Education Sector Review (ESR) (May, 2003), in Uganda recommended that more funds be allocated for the construction of the staff houses especially in remote areas to better their performance or else, teachers may leave those schools. The provision of social needs involves the provision of housing facilities to teachers as a way of motivation so as to enhance teacher performance.

Maslow (1954) and Alderfer (1954), in their Motivation theory referred to as the “Need” or “Content” theory, say that unsatisfied needs create tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified and a behavioral pathway that will lead to the achievement of a goal selected.

All behaviors are therefore, motivated by unsatisfied needs. However, due to personality differences, not a single behavioral pathway can lead to the attainment of a given goal and at the same time one goal may sacrifice a number of needs.

Provision of a house to a male teacher may motivate him but it may not be a basis for motivating a female teacher.

Casio (2006), contends that promoted employees always assume a greater responsibility and authority because of higher pay, benefits and privileges whereas, employees who are not promoted feel that they have not been fairly treated thus, decrease their commitment which leads to absenteeism and failure to manage time at work place.

Gieter (2006), further argues that young and less experienced teachers considered promotion possibilities as more rewarding than old and more senior teachers. Promotional provision would make them perform better. Barlkin and Caudy (2004), observed that meals are given to employees to encourage them to perform. These include break tea, lunch and evening tea. They further contend that, poor quality and quantity of the meals lowers the teachers' self-esteem, demotivates and in turn lowers their performance. The instrumentality theory on writings of Taylor (1911) says, instrumentality is the belief that if we do one thing, it will lead to another. The theory suggests that people only work for money. Extra pay as a motivating factor has no intrinsic meaning but it has a significant motivating power because it comes to symbolize many intangible goals. This pushes the teacher to work harder leading to good teacher performance. The theory assumes that better performance at work is as a result of only pay and fails to recognize other factors. Therefore, pay is not the only motivating factor at work; there are equally other human resource management practices that are important in enhancing performance at work.

Porter and Lauler (1968), developed the idea and suggested that there are two factors determining the effort people put into their jobs. They explain the first one as they satisfy their needs for security, social – esteem, autonomy and self-actualization. Secondly, there is a greater probability that the reward depends on effort as perceived by the individual. Meaning that the greater the value of a set reward, the higher the probability that receiving each of the rewards depends upon effort and therefore, the greater effort that will be put in a given situation.

While Porter and Lauler (1968), emphasize effort, the ability of an individual to handle a given situation should not be forgotten. However, much as an individual is motivated to put

in more effort, if one does not have the ability to do so, then there will be no good performance. Also, a teacher who is not qualified can't do a great job however much he or she is motivated.

According to Maslow's theory, people are motivated by needs to work. They observe that a manager can learn how to improve a worker's performance by linking job behaviors with the satisfaction of the worker's individual needs. They conclude by applying this theory that people are motivated to do a job well when it helps them to meet one or more of their personal needs (Maslow cited in Bruce & James, 1999).

It is worth noting that according to Maslow's hierarchy of needs, financial rewards act as individual's basic needs. Other factors such as self-esteem and actualization set in and start rendering monetary rewards as necessary, but not a sufficient motivator to lead to a change in performance.

Government standing orders (1991), has it that teachers are entitled to transport allowances, accommodation, off station and night allowances when on official duty. Secondary Science and Mathematics Teachers' (SESEMAT) workshop report (2012), for Mukono region has it that majority of head teachers do not facilitate their teachers for the workshops. Teachers are demoralized leading to poor turn up for workshops hence low productivity and eventually affecting performance of teachers and schools in the region.

Due to the different welfare policies in different secondary schools, welfare in schools is handled differently.

Majority of teachers in schools would wish to shift from one school to another because of welfare gaps in their schools. Teachers in well-to-do schools have high chances of getting



better welfare compared to those in other schools. This was because the annual budgets for secondary schools are not uniform. However, due to financial constraints, schools do not fully meet teachers' welfare requirements. Accommodation allowances were meager and were not given in time for those who are not accommodated in the school. The salaries of teachers cater for their accommodation as well. (MOES, Guidelines, 2007).

Regarding meals at school, teachers' salaries are meant to cater for meals as well. Teachers are required to go with packed meals while some schools provide meals for their teachers. However, the quantity and quality of these meals is still wanting. (ASSHU, 2012 report). Despite the fact that teachers are entitled to allowances for extra duties such as weekly duty, extra lessons, marking allowances, head of department allowances, class teacher allowances (Government standing orders 1991), payment of these allowances to teachers is not effectively handled in that, in most cases they are paid in arrears or not paid at all. These allowances however, do not exist in Government Grants guidelines, (2007).

Head teachers' welfare is inclusive in the government standing orders (1991), on school welfare. These include among others: transport allowances, accommodation, off-station allowance on official duty, night allowance when on official duty and mileage. The head teachers' welfare in secondary schools is fair as compared to that of the ordinary classroom teachers. Head teachers being the accounting officers in the schools often determine how to implement and interpret welfare in their schools. However, Government Aided secondary schools do not receive the government grants regularly and have a lot of restrictions. This affects the implementation of school welfare in their schools (Daily Monitor 17th October, 2012).

Head teachers who have accommodation in schools sleep in dilapidated houses because there is no provision for capital development in the Government grants sent. Majority of head teachers do not have electricity and running water in their houses. Those who have electricity and running water have to pay for these amenities using their own income. The quality of food eaten at the work place was poor and majority of them avoid having their lunch at school. Most of the head teachers miss going out for head teachers' workshops due to lack of facilitation. This normally happens in the absence of the grants (Association of Secondary School Head teachers' in Uganda, ASSHU, 2012 report). When head teachers miss these capacity building workshops and conferences, their productivity and performance is affected.

Most secondary schools do not have school vans as revealed by Mukono district annual report on school assets. Head teachers in such schools miss the privilege of using a school van for school duties. Just like students and teachers in most secondary schools, the head teachers have no health insurance in the work place as revealed by Jubilee Insurance Company Report (2012) so, in an event of sickness, head teachers have to dig deep into their pockets to meet the medical bills. This is mostly frustrating in the absence of money.

The head teachers in well- to do schools normally get reasonable allowances when they are out of school on official duty whereas, those in schools which have limited income get smaller allowances. This is revealed in Mukono District Head teachers' Association meeting minutes (2010). The non- uniformity of head teachers' allowances depending on the nature of the school demoralizes head teachers. Frustrated head teachers also absentee themselves as revealed by the teachers' daily arrival book records.

## **2.2 Teachers' Work Performance in Government Aided Secondary Schools**

Performance can be viewed as an activity in which an individual is able to accomplish successfully the task assigned to him or her, subject to normal constraints of reasonable utilization of available resources Jamal, (2007). Teachers' performance is a concern for every stake holder in education system. Teacher performance connotes the teachers' duty of teaching students in class and outside the class.

The key aspects of teaching involve the use of instructional materials, various teaching methods, continuous assessment of students, marking, making schemes and lesson plans participating in co-curricular activities. Teacher performance in the study was measured by timely scheming and lesson planning, timely setting and marking of exams, punctuality attending and contributing in staff meetings, timely assessment of learners, participation in co-curriculum activities, and willingness to take on extra duties. According to Hanushek & Rivkin (2009), teachers' performance is widely thought of as an essential determinant of academic performance of the learners, yet there is little agreement as to what specific characteristics make a good teacher.

Hanushek (2011), examines the economic value of teacher quality, which is assumed to be a function of the depreciation rate of student learning, the total variation of teacher quality as measured by student achievement on standardized tests and the labour market return to one Standard Deviation of higher achievement. Consequently, a teacher's performance and the students' achievement are inextricably linked. How students perform in assessment becomes an important part of a teachers' performance evaluation (Stufflebeam, 2003). Qualitatively, the performance of the teacher looks at the performance of his/her students

as Odder and Keller (2002), argue that there is a casual link between the quality of teaching and the level of students' outcome.

Student testing is an increasingly important part of any consideration of teacher evaluation practices. There is growing evidence about the links between teacher performance and student achievement. This is an influential element in the evaluation of teachers' work and the provision of support for them to improve on their work. Among the various factors that influence teachers' performance, school welfare attracts due attention by education policy makers (Policy Review Commission Report 1989). Past studies have explicated that the experience of work environment and general welfare exerted a direct influence on the performance of teachers (Sana wak education department, 1999).

The approaches to motivation are diverse however, instrumentality theory states that rewards or punishments serve as means of ensuring that people behave or act in a desired way. The person will be motivated to work if rewards and penalties are tied directly to his/her performance. Skinner (1994), said that, people are conditioned to act in a certain way if they are rewarded. Abraham Maslow (1954), states that motivation is essentially about taking action to satisfy needs of employees and he suggested that people can accept danger, loneliness and a boring job in order to earn enough to buy food or drink.

Decenzo (2002), has it that performance is the extent to which staff meets set targets and accomplish goals and objectives of the organization. He discusses performance in terms of productivity where productivity refers to quality, quantity, time and cost. According to Kusck and Rist (2005), performance is measured by the results that an organization produces. According to the teachers' code of conduct under section 19 of the Uganda

Public Service Act 1969, among the many duties a teacher is expected to do is teaching with diligence, honesty and regularity.

According to Directorate of Education Standards (DES) expectations in Uganda, a secondary school teacher has to teach 24 lessons a week at Ordinary Level and 18 lessons at Advanced Level. One of the demands of DES in Uganda is that a teacher should prepare all his or her lesson plans and schemes of work for effective teaching. This gives a reflection on how a teacher puts in time to think through instructional goals. The agency continues to say that classroom records such as tests and assignments can indicate how well a teacher has linked lesson plans and instructional testing. The testing can also be evaluated quantitatively on how well he/she is able to control the class. Tiberondwa, (1975), argues that classroom control is very important in teaching. He continues to argue that teachers who manage their classes well are able to transmit knowledge easier than those who fail to manage their classes which causes poor performance. There is compelling professional judgment that good teachers must know the subjects they teach (Tiberondwa, 1975). Quantitative indicators of teacher performance included among others the number of students a teacher is able to pass in a given level. Odden and Keller (2002), argues that there is no doubt that the performance of the teacher will be judged by the number of students that he/she is able to pass at the time of examination.

Increased tests given and scripts marked is also a quantitative indicator of teacher performance. In performance based reward system, teachers who give more tests tend to earn more in terms of marking allowances. The number of lessons taught is also a quantitative indicator of teacher performance.

Maicibi (2003), argues that working conditions of teachers should include provision of health facility in schools and payment of health insurance by their employers among others. Absence of this affects performance negatively. Armstrong (2003), looks at housing, medical care, meals and transport facilities as a source of motivation for teachers. He observes that such welfare programs improve workers' time management and reduce on absenteeism.

Walusimbi (2006), in his study on teachers' perception on what really affects motivation in Uganda, found out that providing teachers with accommodation facilities in school would make them effective and therefore affect their performance positively. Absence of such welfare programs in schools have numerous effects on teachers' performance and these include among others; poor academic grades of students, high student drop rates, poor discipline, absenteeism of both teachers and learners and teachers quitting the profession.

Uganda National Examination Board (UNEB) analysis report (2011), indicates that students who sat for Uganda Certificate of Education (UCE) examinations performed very poorly particularly in science subjects. This report sighted that teachers are not doing enough in helping the learners to acquire the concepts. This was more pronounced in the rural schools with very poor school welfare for teachers. Guidance and counseling for teachers and learners in secondary schools is not emphasized. This has led to high learner dropout rates. Teachers spend limited time in schools and instead spend most of the time elsewhere trying to "make ends meet". A number of teachers have resorted to being motorcyclist operators due to poor working conditions (New Vision 6th May, 2013).

Schools' disciplinary reports indicated that there was a high level of indiscipline among learners ranging from coupling, substance abuse, burning of schools, escaping, theft and strikes among others.

The poor discipline among learners was due to the widening gap between teachers and the learners and therefore, there was limited monitoring of the learners by the teachers. The police report (2012), on fires in schools indicated that undisciplined students were responsible for most of the fire outbreaks in schools. Teachers' and students' daily attendance reports show that at least 40% of the teachers are absent on daily basis (DES report, 2010). Most teachers part time elsewhere and have few days in the schools they are posted to. This was revealed in the teachers' daily attendance records in schools and the school's general time table where teachers concentrated their lessons on specific days in a week. Students' attendance was not properly monitored since the teachers who are supposed to carry out this duty are themselves absent from school. Most lessons also go untaught as revealed by Mukono District Annual Educational Report 2012.

Ayayi and Oguntoye (2003), have it that the numerous problems affecting the entire educational system in Nigeria such as cultism, examination malpractice, drug abuse, persisting poor academic performance and high drop rates of learners seem to suggest that teachers have not been performing their jobs as expected. The Nigerian Educational problems highlighted above are also prevalent in Uganda's Educational system. Teachers who had been recruited in hard to reach schools in Kabarole District had stopped working as they were staying in towns and faced a problem of transport to school daily due to lack of accommodation in schools (New Vision 28th April, 2007). Due to poor welfare programs in the schools, most people join the teaching profession as the last resort and

others join as a stepping stone as they look around for opportunities to join other professions with better conditions of work, “The Government White paper (1991).

### **2.3 School Welfare and Teacher Performance in Government Aided Secondary**

#### **Schools**

Modern trends in the management of the Human Resource reveal that employee welfare has an impact on the performance of the employee and that of the organization. Harrison (1997), supports this view when he says, that improving the workers social environment and their intrinsic motivation would bring about high levels of morale and commitment and thereby, lead to improved productivity.

It has been pointed out by Bates and Holton (1955), that performance is a multi-dimensional construct, the measurement of which varies depending on a variety of factors. Teacher performance can either be good or bad. This is reflected in how well the teacher has been able to perform his/her duties.

Referred to in the study, are teachers who are valued as important assets in a school and because they contribute to the achievement of the school objectives they have to be properly managed. It was thought that their proper management should involve motivating them which was the area in the study.

Armstrong (2001), looks at the motivation as being concerned with factors that influence people to behave in a certain way. According to him, motivation is goal directed behavior. Teacher motivation, therefore, looks at those ways that can enable the teacher put in more effort than previous and create better teacher performance. According to the teacher’s code of conduct under section 19 of the Public Service Teacher’s Act 1969, among the many issues a teacher is expected to do, is teaching with diligence, honesty and regularity. The



teacher is expected to set adequate amount of written and practical exercises and mark them properly and carefully.

This therefore, suggests that teachers work for longer hours so as to mark the students' work and have adequate time to prepare the next day's lessons. There is therefore, a lot of work done outside normal hours of work. If a teacher is motivated and his /her morale is high, he/she would put more effort and such effort has a positive impact on teacher's performance (Flake, Allyson 2009).

In the changing environment, as states move away from being the single providers of education, for any school to be able to cope with the competition and changing demands, it has to motivate its teachers for better performance. With yearly increment of its teachers' salary especially in the government aided schools, teacher motivation seems to have remained low (Dias, de Figueiredo, A, 1995).

Workers' welfare and performance have been linked by several writers. Kyarimpa (1996) says, effective customer care largely depends on the morale of workers and their ability to win customer confidence. Building a winning team requires a positive response to the needs of all employees who provide the service.

Ntukamazina (1996) suggests ways of civil service reform in Tanzania where civil servants with low level of income have contributed greatly to the decline in morale, ethics and productivity of teachers. Employee welfare, therefore, was an important aspect of productivity in any organization. Motivation including giving the teacher a pay that is commensurate to effort he/she had put to ensure students perform well. If a teacher is well catered for he/she would create more time and attend to students, which would in turn enhance student performance.

Pay has a significant motivating power and it symbolizes many intangible goals. Extra pay pushes the teacher to work very hard thus, influencing teacher performance. According to Burkhead et al (1967), educational product is the output of the system measured in terms of the skills and aptitudes transmitted to students.

The production is increased overtime if this production rises in relation to inputs. The output or outcomes are a result of the teacher's input. The input referred to is the teaching and the outcome is the student academic performance. For the better performance of the human input, it has to be motivated. There was therefore, need to motivate a teacher in order to stimulate him/her to good performance.

#### **2.4 Summary**

This area was chosen because previous researchers, such as; Nairuba K. (2004) and Mulira. J (2005), had studied some of the related variables in different districts, like secondary school teacher competence, secondary school performance and role clarity in Jinja and Kampala respectively. Nalweyiso (2012) carried out a research on factors affecting performance of teachers in private schools in Mukono Municipality, Mukono District. However, she did not handle the traditional government schools in the District and her research was not specific on school welfare programs, calling for the attention of the researcher to seek for information on these identified gaps.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter covered the detailed description of the research methodology. It included the study design, area of study, information sources, description of the population and sampling techniques, variables and indicators, measurement levels, procedure for data collection, data collection instruments, quality/error control and strategy for data processing, analysis and interpretation.

#### **3.1 Study Design**

The researcher used a descriptive cross sectional survey and correlation design where data was collected at one point in time from a cross section of respondents. This was because studies of this nature can be productively undertaken and reliable data can be collected from a large population (Amin, 2005). The data collected was both qualitative and quantitative in nature. According to Wangusa (2007), qualitative data is the data which is expressed in words, literally symbols and uses narrative. This was used in order to gain a better and more insightful interpretation of results. Quantitative data on the other hand is the data in form of numbers representing particular facts or measurements (Wangusa, 2007).

According to Amin (2005), quantitative involves collection of numerical data to explain, predict and control phenomena of interest, data analysis being mainly statistical.

Correlation research design involved involves data in order to determine whether and to what degree a relationship between two or more variables exists (Amin 2005). Likewise correlation research design was used to establish the relationship between school welfare

and teachers work performance in government aided secondary schools in Mukono District.

### **3.2 Area of Study**

The study was conducted in Mukono District. Mukono district is located in central Uganda and lies at latitude of 2° of the Equator and 33° East of Greenwich. It is bordered in the North by Kayunga district, Buvuma district in Lake Victoria in the South, Wakiso district in the West and then Buikwe district in the East. The district headquarters at Mukono is located approximately 20 kilometers by road East of Kampala, Uganda's capital and largest city. Eleven schools were involved in the study (see Appendix C on page 62)

The researcher also selected this area because of proximity as he was a resident and this helped to reduce on the financial costs which would limit movement to distant places.

### **3.3. Information Sources**

The researcher used both primary and secondary sources of information. The primary sources are those which are original in nature and these included questionnaires, interviews and observation. Secondary data according to Kothari (2007), is the data which has been collected and analyzed by someone else. These included;

- (i) Teachers attendance records
- (ii) Staff meeting minutes
- (iii) Learners assessment records
- (iv) Student registers.

### **3.4 Population**

Mugenda (2003), defines population as a large group of people from which a number of individuals are selected for a study. Enon (1998). defines population as the people that a

researcher has in mind from whom he/she can obtain information. The study used four different categories of respondents that included; the head teachers since they are the managers of schools and therefore, have valuable information regarding teachers' welfare in their schools, classroom teachers who are the key informants of the study since the study was about them, directors of studies since they are responsible for the performance of the students in the school and they supervise academic programs. The deputy head teachers were contacted to provide information required in the research. For the purpose of the research, the population size was 1110 (Table 1).

### **3.5. Sample, Sample Size and Sampling Techniques**

Sampling according to Mugenda (2003) is a process of selecting the participants for a study in a way that the individuals selected represented the large group from which they were selected. The study used both simple random sampling and purposive sampling techniques. Purposive sampling was used to target respondents that had specific target characteristics. In the study, the head teachers, deputy head teachers and Directors of Studies were purposively selected for the study since they had qualitative data needed. Teachers were selected by simple random sampling so that each of them had an equal opportunity to participate in the study and provide quantitative data. Thus, by this method each one of them was given an equal chance of being selected and participate in the study without bias.

The table of sample size was drawn to give categories and numbers of informants who participated in the study.

**Table 1: Sample Size**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Sampling technique</b>
Head teachers	30	11	Purposive
Deputy head teachers	40	09	Purposive
Directors of Studies	40	11	Purposive
Classroom teachers	1000	190	Random
<b>Total</b>	<b>1110</b>	<b>221</b>	

The sample size used was 221 respondents as shown in table 1 above.

### **3.6 Data Collection Instruments**

Data is anything admitted as a fact on which a research inference was based. While instruments refer to the tools used to collect data. The researcher used triangulation where by more than one data collection instrument was used. The research was conducted in a neutral setting and at the same time. However, the main data collection instrument was a questionnaire.

The questionnaire was used to collect quantitative data from 221 respondents in respect to research questions, hypothesis and research objectives (Amin 2005). The instrument consisted both closed and open ended questions which was divided in two sections namely available welfare and teacher performance. The closed ended questions were constructed on a four point Likert Scale that is strongly agreed, agree, disagree, and strongly disagree. The open ended questions were constructed for the respondents to express their own views and opinions. The researcher administered the questionnaire in person to the respondents after getting permission from their respective school administrators. A sample of questionnaire is appended in page 58.

**Table 2: A Four Point Likert Scale Coding Interpretation**

<b>Description</b>	<b>Mean range</b>	<b>Scale coding</b>	<b>Interpretation</b>
Strongly agree	3.20 – 4.00	4	Very high mean
Agree	2.40 – 3.19	3	High mean
Disagree	1.75 – 2.39	2	Low mean
Strongly disagree	1.00 – 1.74	1	Very low mean

Adapted from Renin Likert (1932)

The researcher used the interview method to collect data. An interview according to Kumar (1997) is a set of questions which are asked by the interviewer and answered by the interviewee. The questionnaire was the main instrument. The approach of using different data collection instruments was for triangulation purposes. Meredith as cited by Amin (2005), defines triangulation as a process of using multiple data collection methods, data sources, analysis or theories to check the validity of the study findings.

Since welfare had scanty literature in Mukono district, the researcher targeted triangulation to build new information. The triangulation technique therefore was used to collect data that acted as the reality for generalization to the entire district of Mukono. The interviews helped the researcher and respondents to discuss the facts concerning school welfare and teacher performance in greater depth in secondary schools. The responses were recorded on the spot as the interview was in progress to avoid missing out some information. Any clarification needed was sought before ending the interview.

Document analysis technique was also used to obtain more data regarding the welfare and teachers' performance in schools. Critical examination of public recorded information related to the issue under investigation was done. It was selected because it saves time and expense in transgressing. The researcher used recorded minutes from welfare meetings to collect valid data. The researcher also used teachers' attendance records, students' assessment records and staff minutes. These records were requested from the school administration.

### **3.7 Procedure for Data Collection**

The researcher obtained an introductory letter from Kyambogo University Faculty of Education that introduced him to relevant authorities in selected secondary schools in Mukono District. This helped the researcher to embark on the process of data collection. The researcher sought permission from the head teachers of the selected secondary schools to carry out research in their schools. The researcher designed the instruments of data collection which included; questionnaires and interview guides. The questionnaire was open and closed ended. The measurement scale used was a four point Likert Scale with alternative answers strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) coded as 4, 3, 2 and 1 respectively. The researcher first established a good relationship with the respondents and they were informed about the purpose of the study and were guided on how to fill the questionnaires. The questionnaires were administered, filled by the respondents and returned to the researcher. The researcher made appointments with interviewees on when to conduct face to face interviews. The researcher then conducted interviews which lasted for 20 minutes sessions which were carried out at the schools while recording their responses in the paper with the help of the interview guide.



### 3.8 Quality/Error Controls

A good research necessitates good quality control to reduce the effect of an extraneous variable on the dependent variable and avoid confounding results (Onen and Oso 2008). To ensure this, several methods were used during the process of data collection. The researcher made a systematic and accurate recording of observations, listened carefully and established trust and had an agreeable position with the interviewees to ensure validity and reliability.

### 3.9 Validity

Mugenda (2003), defines validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under the study. To ensure validity the questionnaire was discussed with the supervisor to assess the structure and contents in relation to the research objectives. Content validity of the instrument was determined from the formula.

$$CVI = \frac{\textit{items rated relevant}}{\textit{Total number of items in the instrument}}$$

The accepted range of CVI is 0.6 -1(Amin, 2004, Kothari and Palls, 1994)

In order to test and improve the validity of the questionnaire, the researcher availed the draft to the colleagues doing the same course and some consultations were made with the supervisor. These were requested to look at the items and check on language clarity, relevancy, and comprehensiveness of content and length of the questionnaire. The researcher then made necessary adjustments in respect to the comments raised and with the supervisors' advice. The computed CIV was  $18/22 = 0.85$

This was considered valid because the minimum CVI recommended in the study was 0.6.

### 3.10 Reliability

The term reliability refers to the consistency of scores provided by an instrument after repeated trials (Jack and Norman 1996). The researcher used the test-retest method of estimating reliability by administering the same group of individuals selected for the pilot study after 1 week.

The words that were used in questionnaires were simple, direct and familiar to the respondents. The researcher selected schools without personal interests. Knowledgeable respondents were used to get reliable information. The researcher carried out pre-test study by administering 24 questionnaires to 24 respondents who were not part of the study area. The school used was Busaana S. S. The data collected was computed using (SPSS) version 16.0 to determine reliability of the instrument Cronbach's of the validity and reliability were not in the study area. The research instruments were pre -tested in a pilot study in Busaana secondary school to determine the clarity of questions and effectiveness of instructions. Necessary adjustments were made on the basis of the pilot study results.

Table 3, provides the summary of reliability test.

**Table 3: Results of Reliability Test**

<b>Variable</b>	<b>Cronbach Alpha</b>	<b>No. of items</b>
	<b>Value</b>	
Teachers' Welfare	0.815	15
Teachers' Performance	0.702	8

### **3.11 Data Processing, Analysis and Interpretation**

Both primary and secondary sources of data were used in this study. Primary data was got from the field and secondary data from the schools, Resource Centre data bank. Data was easily processed by coding and making sure that unnecessary data was discarded immediately, encoding was good for both qualitative and quantitative data. The coding was in line with the research problem for proper analysis requirements. The researcher ensured that the data that received from interviews was immediately recorded. Data processing was to ensure that the researcher moved on with the right data required to enable the researcher conclude with a reliable analysis and interpretation. The analysis was done using Frequencies, Mean and Standard Deviation (Std.).

### **3.12 Analysis of Quantitative Data**

Quantitative data was analyzed through tables in which frequencies were shown. Data was coded, edited and entered into the computer. This was done by counting the answers given as indicated by the respondents in the questionnaire with regard to a given question; frequencies were then counted and converted into percentages. A bigger percentage indicated more popular programs and lesser percentage indicated less popular programs..

### **3.13 Analysis of Qualitative Data**

Quantitative data was first edited to remove errors and then it was coded. Coding meant changing words into numbers and coming up with sensible categories based on the objectives of the study. Data was then pooled into categories created. Using this procedure, themes and sub - themes were created. Verbatime questions were extracted and helped in discussion of the findings. Therefore, descriptive analysis was used to analyze the data.

## CHAPTER FOUR

### DATA PRESENTATION , ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

In this chapter the collected data was presented, analyzed and interpreted according to the three objectives of the study. The results were analyzed using descriptive (frequencies, means and standard deviations) and, inferential statistics (Pearson Correlation Analysis) to derive the Pearson correlation coefficients. For systematic presentation of data, tables were used to summarize the study findings. Profile of respondents was given to provide an overview of the categories of the respondents

**Table 4: Profile of Respondents**

Profile	Frequency	Percent
Director of Studies	11	5.0
Deputy Head teacher	9	4.1
Head teacher	11	5.0
Teacher	190	85.9
<b>Total</b>	<b>221</b>	<b>100.0</b>

According to table 4, majority [190 (85.9.0%)] of respondents were teachers, [11(5.0%)] were directors of studies, [11(5.0%)] were head teachers and the least [9 (4.1%)] were deputy head teachers. The administrators were part of the sample because of the fact that much as they were administrators, they remain teachers and what affects the ordinary teacher in their schools, also affects them in one way or another.

#### 4.1 Level of School Welfare Provided

Objective one of the study was to assess the level of school welfare available to teachers in

Public Secondary Schools in Mukono District. Teachers as respondents assessed the welfare based on a range of welfare programs. The indicators of welfare included; provision of cash advance, transport allowance, meals, accommodation, medical attention, and support during social functions. The welfare was assessed on a four point Likert Scale using a mean range (strongly agree to strongly disagree) and standard deviation (std.). Table 5 provides the summary of the findings regarding the level of school welfare. It shows respondents' responses towards the highlighted school welfare indicators (programs) given as items in the table.

**Table 5: Level of School Welfare**

Welfare indicators	Likert scale Responses [f (%)]					Mean (std.)	Interpretation
	S/ Agree	Agree	Disagree	S/Disagree	Missing		
Money advance	60 (27.1)	76 (34.4)	22 (10.0)	62 (28.1)	1 (0.5)	2.26 (0.981)	Low
Transport allowance	32 (14.5)	90 (40.7)	20 (9.0)	79 (35.7)		2.23 (1.038)	Low
Accommodation	37 (16.7)	69 (31.2)	41 (18.6)	74 (33.5)		2.35 (1.13)	Low
Medical attention	50 (22.6)	28 (12.7)	8 (3.6)	135 (61.1)		1.59 (0.85)	Low
Meals	23 (10.4)	100 (45.2)	43 (19.5)	52 (23.5)	3 (1.4)	2.61(1.05)	Low
Extra duty allowance	31 (14.0)	96 (43.4)	29 (13.1)	65 (29.4)		2.40 (1.05)	Low
Recreational activities	45 (20.4)	74 (33.5)	15 (6.8)	87 (39.4)		2.08 (1.00)	Low
Guidance & counseling	59 (26.7)	64 (29.0)	18 (8.1)	80 (36.2)		2.09 (0.98)	Low
Social support	59 (26.7)	86 (38.9)	21 (9.5)	55 (24.9)		2.33 (0.96)	Low
<b>Grand mean &amp; std.</b>						<b>2.23(1.004)</b>	<b>Low</b>

Legend: 1.00 – 1.74 (very low), 1.75 – 2.39 (low), 2.40 – 3.19 (moderate), 3.20 – 4.00 (very high)

Study findings in Table 5 indicated that school welfare as assessed by the teachers was low (grand mean = 2.23, std. =1.004) based on a mean range based on a four point Likert Scale.

During the study, when respondents were asked about whether schools provided advances when teachers request for such help, few [76 (34%)] reported that schools provided cash advances when they were in need. A similar trend was noticed with transport allowances, relatively few [90 (41%)] agreed that the schools catered for their transport to and from school.

Regarding accommodation, 69 (31%), agreed that the school provided them with accommodation. In respect to provision of meals, more than half [123 (56%)] agreed that the schools provided them with meals. Less than half [96 (43%)] of respondents in the study, agreed that the schools provided extra duty allowances. Fewer, 74 (34%) reported that their schools had recreation activities. Very few [64 (29%)], reported that schools provided guidance and counseling services. In respect to social functions, few [86 (39%)], agreed that their schools provided support to them during social functions. School welfare was therefore, statistically rated low in Government secondary schools in Mukono district implying that school welfare was inadequate and not meeting people's expectations.

**The following responses from the interviews were collected regarding available school welfare in government secondary school in Mukono district.**

In addition to the welfare items in section A of the questionnaire to the respondents, 4/11 (36%) of the Head teachers (H/T) said that they organized trips for teachers outside the country, 6/11(55%) organized staff trips within the country, 5/11(46%) did not mention anything about teachers' trips, 5/11 (46%) provided transport refund to their teachers and 6/11 (55%) did not have transport refund for teachers in their budgets.

Regarding money advances only 4/11(36%) said that they provided money advances to their teachers while 7/11(64%) said they did not have money to advance teachers.

Concerning meals, 11/11(100%) said that their schools provided meals at school for their teachers. However, only 4/11(36%) said that they provided supper as well for teachers who conducted preps. Regarding teachers' housing, 5/11 (46%) provided accommodation to a few teachers while 6/11(56%) had no accommodation for teachers. In respect to allowances 8/11(73%) said that they gave allowances for weekly duty, 5/11(46%) paid for extra lessons, 10/11(91%) said that they gave teachers support during social functions particularly funerals while 2/11(18%) said that they provided dry ratio to their teachers.

The Deputy Head teachers (D/HT) concurred with the welfare programs in section A of the questionnaire. However, just as the Head teachers had additional welfare programs, the deputy Head teachers admitted that there were other welfare programmes not mentioned in the questionnaires; 4/9(44%) had teachers trips, 3/9(33%) said that schools provided transport refund for teachers, 2/9(22%) said that their schools provided dry ratio to their teachers, 4/9(44%) said their schools provided support to teachers when they had social functions, such as funerals, weddings, marriage ceremonies and 3/9 (33%) said that they had accommodation for some teachers at school.

The Directors of Studies who were interviewed concurred with the H/T and D/HT with 11/11(100%) saying that they received meals at school, 4/11 (36%) said that they received transport allowances in their schools and 3/11(27%) that they were accommodated at school.

From the response on the available welfare programs the head teachers were in agreement that the welfare programs were low in their schools. The Deputy Head teachers and Directors of Studies (DOS) even gave very low rating of the levels of school welfare provided as reflected in the interview guide responses above.

The data from the open ended questions in the questionnaire in appendices D, E & F indicated that the respondents were not satisfied with available school welfare.

**The following data regarding the level of school welfare was collected from the documents accessed from the sample schools.**

Teachers' submissions in the staff meetings minutes advocated for improved quality of food served in the school. There were questions about why the schools' sick bays were always short of drugs. The question of allowances for extra duty was very popular among teachers' submissions in staff meetings minutes, 10/12 (83%) of the schools asset registers accessed indicated lack of school quarters and 9/12 (75%) had no sick bays and nine of the twelve had no school vehicles. The head teachers' submissions in the staff meetings minutes were always full of promises of fulfilling the welfare demands but also highlighted lack of adequate financial resources in the schools. The major finding from the data collected using the three data collection instruments was that school welfare in the sampled schools was low implying that schools were not providing adequate welfare.

#### **4.2 Teachers' Work Performance**

Objective two of the study was to assess the level of teachers' work performance in schools in the sample. The indicators of work performance in the study included; setting and marking examinations in time, punctuality for duty, preparing lessons and schemes of work. Measurement was based on the four point - Likert Scale using mean range and standard deviation. Percentages and frequencies of the Likert Scale responses also were used to articulate the study findings. Table 6 provides the summary of the findings. The table shows the responses in frequencies and percentages for each teacher performance indicator.



**Table 6: Teacher's Work Performance**

Performance Indicator	Likert scale responses [f (%)]					Mean (std.)	Interpretation
	S/ Agree	Agree	Disagree	S/ Disagree	Missing		
Set exams timely	32 (14.5)	83 (37.6)	70 (31.7)	30 (13.6)	6 (2.7)	2.90 (1.01)	Moderate
Mark exams timely	31 (14.0)	112 (50.7)	62 (28.1)	12 (5.4)	4 (1.8)	3.03 (0.81)	Moderate
Attend staff meetings	21 (9.5)	108 (48.9)	68 (30.8)	20 (9.0)	4 (1.8)	3.03 (0.88)	Moderate
Punctual	17 (7.7)	112 (50.7)	77 (34.8)	11 (5.0)	4 (1.8)	3.18 (0.78)	Moderate
Co curricular	28 (12.7)	119 (53.8)	67 (30.3)	2 (0.9)	5 (2.3)	3.16 (0.67)	Moderate
Scheme in time	32 (14.5)	116 (52.5)	56 (25.3)	11 (5.0)	6 (2.7)	3.01 (0.79)	Moderate
Lesson plan in time	28 (12.7)	117 (58.9)	57 (25.8)	13 (5.9)	6 (2.7)	3.01 (0.80)	Moderate
Timely reporting	23 (10.4)	115 (52.0)	58 (26.2)	19 (8.6)	6 (2.7)	2.99 (0.86)	Moderate
Volunteering	33 (14.9)	101 (45.7)	67 (30.3)	14 (6.3)	6 (2.7)	3.03 (0.85)	Moderate
Working extra hours	43 (19.5)	97 (43.9)	58 (26.2)	17 (7.7)	6 (2.7)	2.91 (0.88)	Moderate
<b>Grand mean and std.</b>						<b>3.025 (0.83)</b>	<b>Moderate</b>

Legend: 1.00 – 1.74 (*very low*), 1.75 – 2.39 (*low*), 2.40 – 3.19 (*moderate*), 3.20 – 4.00 (*very high*)

According to table 6, teachers' work performance was assessed as moderate (grand mean = 3.03, std. = 0.83) based on mean range based on a four point - Likert Scale. Few respondents [83 (37.6%)] agreed that they timely set examinations.

However, more than half [112 (51%)] agreed that they timely marked exams and only [12 (5%)] strongly disagreed.

Close to half [108 (49%)] reported that they attended staff meetings; and about half [112 (51%)] agreed that they were punctual at work. In respect to participation in co-curricular activities, more than half (119 (54%)) reported that they participated in co-curricular

activities, more than half [116 (53%)] reported that they timely prepared schemes of work. In a related finding more than half [117 (52%)] agreed that they prepared lesson plans in time. Also more than half, [115 (52%)] agreed that they prepared students' reports in time. When asked about work performance (taking assigned essential responsibilities willingly), fewer, less than half [101 (45%)] agreed that they willingly took on assigned responsibilities. In a related development, fewer [94 (43%)] agreed that they were willing to work extra hours. Teachers' work performance was therefore, statistically rated moderate.

**The following responses from interviews conducted regarding performance of teachers in the schools were collected.**

When asked about teachers' performance in their schools, 9/11(82%) H/Ts said that they were not satisfied with teachers' work performance. One Head teacher had this to say, "Most teachers do not give tests, do not conduct remedial lessons, they report late for duty and there is a lot of teacher absenteeism in my school and the students' grades are not good at all".

However, 2/11 (18%) of the H/T said that their teachers were doing their work but they blamed the students for being irresponsible about their own learning. For D/HTs, 6/9 (86%) were not satisfied with the teachers' performance. They blamed the teachers for not caring about their work. They said that the secondary school teachers had abandoned lesson preparation and only gave the students old notes and majority of the teachers did not beat the set deadlines. One Deputy Head teacher had this to say, "Some teachers have handed students' marks on the very day of the closure of the term therefore, making it very difficult to process students' reports". When the Directors of Studies (DOS) were asked about

teacher performance, 9/11(81.8%) of DOS were not satisfied with the teachers' performance. One reported that teachers dodged lessons, they did not finish the syllabus, they were not ready to give tests and conduct remedial lessons.

When asked why teachers were not performing well, one of the DOS said, "A number of teachers do part-time in other jobs because motivation was low in schools, teachers needed to be followed up all the time, some could be lazy others attached money to every other work they did at school". In light of the above responses, the researcher observed that teachers' performance according to school administrators was low and therefore, unsatisfactory.

**The following data regarding the level of teachers' work performance was collected from the documents accessed from the sample schools.**

From staff minutes, administrators always complained about teachers' absenteeism, dodging of school work, failure to make lesson plans and schemes of work as required of a professional teacher. End of term staff meeting minutes were always having names of teachers who did not fill in marks into report cards. Administrators kept on emphasizing that teachers had avoided checking and marking students' work. Eleven of the twelve schools sampled (92%) had files of warning letters to teachers who had not performed to the school's expectations. The teachers' daily attendance of the schools sampled showed that on average 55% of the teachers on the daily basis were not in school for duty leaving only 45% present. From the general time tables, some teachers were appearing only two days in a week implying that for the rest of the other days in the week, they were doing their own private work. Lesson attendance forms which were accessed by the researcher from the sampled schools indicated that many lessons were not taught. The UNEB results

from 2008 to 2013 that were accessed in the sampled schools were not any better indicating that teachers' input in the teaching and learning of students was inadequate. The major finding from data collected using the three instruments was that teachers' work performance was low implying that teachers' performance was not satisfactory and far below the expectations.

#### 4.3 Relationship Between School Welfare and Teachers Work Performance

Objective three of the study was to establish the relationship between school welfare and teachers work performance. Data that was fed in the computer was statistically computed using SPSS 16.0 version software. A Pearson Correlation Coefficient (r) was used to measure the strength of linear relationship between school welfare and teacher work performance. Table 7 provides the summary of the relationship.

**Table 7: Relationship Between School Welfare and Teachers Work Performance**

<b>Description</b>	<b>Coefficients</b>
Pearson Correlation(r)	0.194**
P – Value	0.005
Coefficient of Determination (r <sup>2</sup> )	0.0376
N = 221	

Results in table 7 indicated that there was a weak linear significant direct relationship between school welfare and work performance ( $r = 0.194$ ,  $p = 0.005$ ). It implied that when school welfare was improved, there was an improvement in the teachers' performance. Cohen (1998), states that Correlation Coefficient (r) below 0.5 is considered a weak linear relationship. According to Coefficient of Determination ( $r^2 = 0.0376$  or 3.76), the study findings revealed that, about 3.8% variation in teachers' work performance in the study was

due to school welfare.

From the interviews, 10/11(91%) of H/T were in agreement that meals, accommodation, transport were very critical and affected teachers' performance. One Head teacher had this to say, "Teachers who were accommodated within the school took up extra responsibilities much easily than those who stayed elsewhere". Another H/T added that meals kept the teachers within school most of the day. However, 8/11(73%) of the Head teachers said that despite their efforts in providing school welfare, their teachers did not seem to reflect anything positive in the way they performed their duties. Still from the interviews, 3/11(27.3%) said good welfare impacted positively on teachers' performance while 7/9(78%) of the D/HTs agreed that the available welfare had not influenced teachers' performance positively in that the students' performance was still very poor.

According to the DOS, 10/11(91%) were in agreement that the available school welfare had not influenced teachers' performance enough. This is what one of them had to say; "Teachers only complain about the quality of the welfare rather than appreciating and performing their expected duties in return". Comments from the school administrators interviewed also revealed that; 7/11(64%) of the Head teachers were not satisfied with meals and accommodation while 8/9(89%) of D/HTs were not satisfied with the extra duty allowances. Most of the D/HTs were in acting capacities and were not being given fair allowances for the extra duties assigned to them at school. All the DOS (100%) were not satisfied with the extra duty allowances. From the responses above, the administrators were not satisfied with the available welfare programs in their schools implying that teachers were unsatisfied.

From the responses of the administrators above, the available welfare programs were not impacting positively on the teachers' performance as expected.

### **Hypothesis Testing**

The hypothesis of the study was tested using P-value of Pearson Coefficient Correlation at 0.05 significant levels. The calculated P – value for the Hypothesis was ( $P < 0.05$ ). Therefore, the researcher rejected the Null hypotheses since the P -- Values were less than 0.05 significant levels.

### **4.4 Summary of the Key Findings**

Majority (190 [86%]) of the respondents were teachers and at least (9 [4%]) were deputy Headteachers. The first objective of the study i.e. the level of school welfare was assessed by teachers as low (grand mean = 2.23 std = 1.004). For the second objective, much as the questionnaire results indicated that teachers' work performance was moderate (grand mean = 3.03, std. = 0.83), the interview results and the analyzed data from documents indicated that teachers' performance was inadequate. Therefore, the research findings showed that teacher performance was low. The third objective was hypothetical that is, there was no significant relationship between school welfare and teacher performance. The findings indicated that there was a weak linear significant direct relationship between school welfare and teachers' work performance ( $r = 0.194$ ,  $p = 0.005$ ). According to the Coefficient of Determination ( $r^2 = 0.0376$  or 3.76); about 3.8% variation in teachers' work performance in the study was due to school welfare.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter deals with discussion of major findings of the study and other findings reviewed in the literature section critical to the study. The objectives were discussed one by one based on the research findings presented in chapter four, and thereafter conclusions, recommendations and proposed areas for further research were made.

#### 5.1 Discussion of the findings.

##### 5.1.1 Assessing the Level of School Welfare Provided in Government Secondary

###### Schools in Mukono District

On the level of school welfare provided, the respondents assessed the welfare provided basing on the following; transport allowance, meals, money advances, extra duty allowance, recreation activities, guidance and counselling, accommodation, social functions and medical attention. The key findings indicated that school welfare as assessed by teachers was low( grand mean = 2.23, std 1.004) based on a mean range on a four point-Likert Scale hence, school welfare was inadequate.

The data collected over the level of school welfare provided, indicated that school welfare in government secondary schools in Mukono district ranked low. This was in agreement with Nalweyiso (2012), who observed that teachers' conditions of work in private secondary schools was pathetic and needed immediate attention by the stake holders.

The respondents observed that the quality of food was poor and some did not have meals at school. The respondents also reported that most of them were not accommodated in school, implying that they either rented in the nearby trading centres or operated from their homes. This was in agreement with Walusimbi (2006), who observed that educational

institutions had not invested in the basic needs of their employees, such as better meals and accommodation which he said was affecting organizational performance.

The implications of the current findings are supported by several authors, such as Okello (2011) who argued that school welfare played a very big role in the performance of teachers where he cited provision of accommodation, health care, support in social functions, allowances for extra duty, recognition among others as important welfare programs to teachers.

The teachers' quest for accommodation as revealed by the study was in line with UNESCO report (2004), which advocates for expansion of accommodation facilities for teachers in schools so as to enhance their performance. This was further supported by Walusimbi (2006), who observed that providing accommodation for teachers could make them more effective in performance and schools which lack accommodation for teachers face a problem of attracting, retaining and getting the best out of their teachers. Education Sector Review (ESR) (May, 2003) in Uganda recommends that more funds be allocated for the construction of the staff houses especially in hard to reach areas to better their performance or else, teachers may leave those schools.

From the study, almost 50% of the respondents raised concern over the meals provided at school. This was in agreement with Barlkin and Caudy (2004), who observed that meals are given to employees to encourage them to perform. These include break tea, lunch and evening tea. They further contend that, poor quality and quantity of meals lowers the teachers' self-esteem, demotivates teachers and in turn lowers their performance.

About 50% of the respondents indicated that they were not getting transport refund and



their plea was supported by the Government standing order (1991), which has it that teachers are entitled to transport allowances, accommodation, off station and night allowances when on official duty. This was further supported by Secondary Science and Mathematics Teachers' workshop report (2012) for Mukono region which had it that majority of Head teachers did not facilitate their teachers for the workshops. Teachers were demoralized leading to poor turn up for workshops hence low productivity and eventually affecting performance of teachers and schools in the region.

### **5.1.2 Assessing the Level of Teachers' Work Performance in Government Secondary Schools in Mukono District**

The level of teachers' work performance in the study was measured using the following indicators; timely setting and marking of exams, punctuality, timely preparation of lessons and making of schemes of work, timely making of reports, participation in co-curricular activities, taking on assigned responsibilities and working for extra hours. According to table 6, teachers' work performance was assessed as moderate (grand mean 3.03 and std 0.83) based on mean range based on a four point- Likert Scale.

From the study, 45% of the respondents admitted to not setting exams in time, 34% of the respondents admitted to not marking exams in time, 30% admitted to not scheming in time and 32% admitted to not making lesson plans regularly. This was backed up by interview responses from administrators who ranked teachers' performance as low in their schools. This was supported by Ayayi and Oguntoye (2003), who said that numerous problems affecting the entire educational system such as examination malpractice, drug abuse and persistent poor academic performance of learners which suggested that teachers had not been performing their jobs as expected. This was also supported by DES Report 2010 in Uganda, which had that a teacher should prepare all his or her lesson plans and schemes of

work for effective teaching. This gives a reflection on how a teacher puts in time to think through instructional goals. This was further supported by Chapman (1994), who observed that most teachers were supplementing their incomes by getting second and third jobs leading to inefficiency in schools hence, low performance.

The study results indicated that teachers were not doing their work in time where 40% were not punctual, 34% did not put in extra hours in school work, 35% did not produce school reports in time which obviously affected performance. This was supported by Decenzo (2002), who has it that performance is the extent to which staff meet set targets and accomplish goals and objectives of the organization in the set time frame. He further discusses performance in terms of productivity where productivity refers to quality, quantity, time and cost.

Based on the low teachers' performance as revealed by the study, this suggested that teachers had to do much more to improve their performance as remarked by school administrators. These findings were in line with the Uganda National Examination Board (UNEB) analysis report (2011), which indicated that students who sat for Uganda Certificate of Education (UCE) examinations performed very poorly particularly in science subjects. The UNEB report sighted that teachers were not doing enough in helping the learners to acquire the concepts.

### **5.1.3 School Welfare and Teachers' Work Performance**

From table 7 on the Relationship between school welfare and teachers' work performance, the findings indicated that there was a weak linear significant direct relationship between school welfare and teacher work performance ( $r = 0.194$ ,  $p = 0.005$ ). Cohen (1998) states that Correlation Coefficient less than 0.4 ( $r < 0.4$ ) is considered a weak linear relationship.

According to Coefficient of Determination ( $r^2 = 0.0376$  or 3.76), the study findings revealed that, about 3.8% variation in teachers' work performance in the study was due to school welfare.

The significant direct relationship between school welfare and teacher work performance was in line with Watson (2002), who observed that good welfare for employees was critical in determining their performance. This was further supported by Nalweyiso (2012), who argues that 'first world schools' i.e. schools which provide their teachers with better accommodation facilities, transport, better meals and pay among others. Their teachers were paying a lot of attention to their work unlike those who seem to have nothing special to gain in return for their extra efforts. This argument is true as revealed by 2011 UNEB reports on UCE and UACE results where well established schools with good motivation for teachers always ranked best in the country.

The significant direct relationship between school welfare and teacher work performance was further supported by Tino (2002), who found out that academic performance in Mt. St Mary's Namagunga was related to good school welfare. The teachers were motivated to give continuous assessments and exercises, conduct remedial classes and were very committed to their work. She established that the teachers in that particular school got subsistence allowance, have good accommodation and rent refund, water and electricity bills being met by the school. The survey carried out by the researcher in the sampled schools for the study show a very big difference in the work conditions with that stated by Tino. The difference in the work conditions partly contributed to the level of teachers' work performance in secondary schools.

The relationship was supported by Kreitner (1992), who urges that employees' morale is one of the most important ingredients in the success of any organization in achieving its goals and objectives. Therefore, for a school to be able to perform well, it has to provide for teachers' wellbeing.

Musaazi (1982) states that "judged purely from the performance of the learners, schools which have teams of motivated teachers tend to be better than those schools in which qualifications and experiences of staff may not be inferior but they lack motivation".

## **5.2 Conclusion**

The study set out to examine the influence of school welfare on teacher performance. Conclusions were presented in respect to the research questions but the general conclusion was that there was a significant relationship between school welfare and teacher performance.

The study revealed that there was low school welfare. Both teachers and administrators were agitating for improvement of school welfare. Majority of the respondents specifically requested for better meals, accommodation, allowances for extra duty and transport refund.

The study revealed that teacher performance was low. The administrators ranked teacher performance as low because there were performance gaps such as untimely making of schemes and lesson plans, failure by some teachers to make lesson plans and schemes of work, some teachers were not punctual, teacher absenteeism, failure to check and mark student's exercises and failure to beat deadlines.

The study revealed that there was a weak linear significant direct relationship between school welfare and work performance. Therefore, school welfare affects teachers' work performance and should not be ignored.

### **5.3 Recommendations**

- i. Based on the finding of inadequate welfare in government aided secondary schools, the Board of Governors in collaboration with the head teachers should source for resources to better the school welfare.
- ii. Based on the finding that teachers' work performance was not satisfactory, the head teachers should put in place a mechanism to improve on teaching and learning process in schools and ensure that there is value for money.
- iii. Given that there was a significant relationship between school welfare and teachers' performance as indicated by the results of the study, the ministry policies on school welfare be reviewed by policy makers at ministry level to match the current welfare demands in government aided secondary schools.

### **5.4 Proposed areas for further research**

This research study handled general aspects of welfare and how they influence teacher performance. However, majority of respondents highlighted accommodation, allowances, meals and transport as very critical welfare programs in their schools. Further studies should be conducted on how each of the four mentioned welfare programs above influence teacher performance. Other than school welfare, there could be other factors influencing teacher work performance in Government aided secondary schools which needed to be researched on.

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## APPENDICES

### Appendix A: Questionnaire to teachers and administrators.

Dear respondent

#### Re: Request to fill this research questionnaire.

The researcher is conducting an academic research that will enable him complete a Master's degree of Kyambogo University. The research is entitled: "*School welfare and teacher performance in secondary schools*". You have been contacted because you are a very resourceful person who would give information based on the questionnaire below. The information and responses that you will provide, is solely for academic purposes. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at influence of welfare on performance differently and it shall be treated with the necessary confidentiality.

STATUS	H/T	D/HT	DOS	TR

#### SECTION A

The abbreviations here mean the following.

**SA-Strongly Agree**

**A-Agree,**

**D-Disagree,**

**SD –Strongly**

**Disagree**

Please tick the box with the response of your choice.

	<b>Teachers' welfare.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	I get money advances when in need				
2.	My transport allowances are catered for by the school				
3.	My school provides accommodation				
4.	My school provides medical attention				
5.	My school provides meals to support teachers				
6.	My school provides allowances for extra duty				
7.	My school provides recreational activities for teachers.				
8.	My school provides guidance and counseling services for teachers				
9.	My school provides support to teachers during social functions				
	<b>Teachers' performance</b>				
1.	I set my examinations timely				
2.	I mark my examinations timely				
3.	I participate in staff meetings				
4.	I am punctual for all my school duties				
5.	I participate in co-curricular activities				
6.	I prepare my schemes of work timely				
7.	I prepare my lesson plans in time				
8.	I prepare my students reports in time				
9.	I take on assigned essential responsibilities willingly				

	(Volunteering)				
10.	I am willing to work for extra hours				

**SECTION B**

1) What are the available teacher welfare programs in your school?

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2) Which of the above welfare programs are functional in your school?

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3) Are teachers in your school satisfied with the available welfare programs?

Yes  No

If not, what are the reasons?

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**Appendix B: Interview Guide to administrators**

<b>Status</b>	<b>Head Teacher</b>	<b>Deputy Head teacher</b>	<b>Director of Studies</b>

Dear respondent,

Thank you in advance for your time and willingness to share your views on “**school welfare and teacher performance in secondary schools in Mukono district**”. The researcher is interested in using your responses to establish the *“the extent to which school welfare influences teachers’ performance in secondary schools in Mukono district”*. Please be assured that your anonymity is guaranteed. No one in your school will be able to view your responses and the results will not include data that could identify individuals.

1. Which welfare programs are available in your school?
2. To what extent do the available welfare programs influence teacher performance in your school?
3. To what extent do the existing welfare programs meet your needs?
4. Are you satisfied with the performance of teachers in your school? If not what are the probable reasons?
5. What would you propose to be the most effective school welfare to optimize teacher performance in your school?

**Thank You for your time.**

**Appendix C. Schools That Participated in the Research.**

<b>Name of School</b>	<b>Number of teachers</b>
St. Charles Lwanga S.S	40
St. Kizito Nakibano	31
Nakanyonyi	31
Sir Apollo Kaggwa S.S	32
Seeta College	34
Namakwa S.S	35
Kisowera S.S	36
Kasana Vocational S.S	37
Kasawo Islamic	42
Namataba S.S	29
Namuganga S.S	33
<b>Total</b>	<b>380</b>



**Appendix D. Open Ended Responses.**

<b>Reasons for unsatisfaction</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Allowances are low	14	30
Food not satisfactory	17	37
Poor medical attention	3	07
Poor housing	5	11
Limited welfare	2	04
Inadequate funds in schools	3	07
Little salary	2	04
Discrimination of teachers	2	04
Unfair transport allowances	3	07

**Appendix E: Functional Programs**

<b>Program</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Transport	12	25.5
Meals	8	17
Accommodation	8	17
Social welfare	9	19
Entertainment	1	2.1
Land	2	4.3
Social Functions	1	2.1
Rent	1	2.1

Teachers party	1	2.1
Extra duty allowances	1	2.1
Start welfare committee	1	2.1
		2.1

#### Appendix F: Strategies to Improve the Welfare

	Frequency	Percentage
Increasing transport allowances	1	1.7
Time tabling welfare meetings	1	1.7
Structuring a program for welfare	1	1.7
Satisfactory payment	1	1.7
Start paying medical bills	1	1.7
Should have welfare committee	2	3.4
Provision of food	2	3.4
Availing transport	5	8.6
Increase salaries	5	8.6
Better working conditions	2	3.4
Good relationship	1	1.7
Cater for wellbeing of teachers	1	1.7
Coping for wellbeing of teacher	1	1.7
Coping from other developed schools	4	6.7
Paying for extra duties	1	1.7
Depositing allowances direction	1	1.7

Teachers SACCO	1	1.7
Getting project such an canteens	1	1.7
Give advances	3	5.2
Giving balanced diet	1	1.7
Giving soft loans more funds in accommodation	1	1.7
Head teacher should change	1	1.7
Improve on communication	3	5.2
Renovate houses	1	1.7
Provide supper	1	1.7
Involving beneficiaries in planning	2	3.4
Involving BOG and PTA	1	1.7
listen to teachers problems	2	3.4
Organizing seminars	1	1.7
Proper monitoring of school activities	1	1.7
Appetizing food needed	1	1.7
Be appreciative	1	1.7
Payments be made in time	3	5.2
Ask teachers their needs.	1	1.7

**Appendix G: Relationship Between School Welfare, Teachers Work Performance**

	<b>Description</b>	
<b>Teachers Work Performance</b>	Pearson Correlation(r)	0.210
	P – Value	0.003
	Coefficient of Determination ( $r^2$ )	0.044
	N = 221	

## Appendix H: UCE Result Analysis 2011

### U.C.E RESULT ANALYSIS 2011

SUBJECT	DIVISION									No. of candidates	%age pass
	D1	D2	C3	C4	C5	C6	P7	P8	F9		
ENG 112	00	01	07	27	48	43	25	17	15	184	91.8
CRE 223	00	02	06	19	27	44	40	32	14	184	92.3
HIST. 241	00	03	06	14	21	42	30	30	39	184	78.8
GEOG. 273	00	01	01	16	39	35	38	29	25	184	86.4
MTC 456	00	01	00	10	09	18	23	31	92	184	50
PHY 535	00	01	00	02	05	20	21	38	97	184	47.2
CHEM. 545	01	01	00	01	01	08	08	25	139	184	24.4
BIO 553	00	01	01	00	06	15	29	34	98	184	46.4
AGRI. 527	02	04	12	19	35	34	17	12	09	144	93.8
COMM. 800	00	01	08	07	21	39	22	14	61	173	64.7
TD 735	00	00	00	00	01	00	04	06	14	25	44
FINE ART 610	00	00	00	00	02	00	00	00	00	02	100

## Appendix I: UCE Performance for four years compared

### PERFORMANCE FOR THE LAST FOUR YEARS COMPARED

YEAR	2008	%age	2009	%age	2010	%age	2011	%age
Div. I	08	3.4	04	1.8	07	2.8	05	2.7
Div. II	39	16.7	39	17.6	32	13	34	18.4
Div. III	68	29.1	47	21.2	47	19	54	29.3
Div. IV	115	49.3	112	50.6	134	54	85	46.2
Div. 7	00		00		00		00	
Div. 9	04	1.7	19	8.6	26	10.5	06	3.2
No. of candidates	233		221		246		184	

### F9 BY PERCENTAGE IN SCIENCE SUBJECTS

Subject	CHEM.	PHY.	BIO	MTC	AGRI.
2009	76.4	79.1	55.6	29.4	18.2
2010	69.1	63.8	53.4	46.3	39.2
2011	75.5	52.7	53	50	6.2

### BEST DONE SCIENCE SUBJECTS 2011:

1. Agriculture - 93.8% - 6D
2. Mathematics - 50% - 1D

- Biology - 47%
- Physics - 47.2%
- Chemistry - 24.5%
- TD - 44%

### BEST DONE ARTS SUBJECTS 2011:

1. CRE - 92.4%
2. English - 92%
3. Fine Art - 100%
  
4. Geography - 86.5%
5. History - 78.8%
6. Commerce - 67%

### DISTINCTIONS PER SUBJECT:

- Agriculture - 6
- History - 3
- CRE - 2
- English - 2-0}
- Chemistry - 2
- Geography - 1
- Mathematics - 1
- Physics - 1
- Biology - 1
- Commerce - 1

### Appendix J: UCE Results Analysis 2013

#### UCE RESULT ANALYSIS 2013

SUB. CODE.	SUBJECT	D1	D2	C3	C4	C5	C6	P7	P8	F9	TOTAL	%AGE
112	ENG	-	-	02	02	14	51	20	16	21	126	83%
223	C.R.E	-	02	10	15	17	16	12	05	03	80	95.1%
241	HIST	02	06	10	12	20	27	15	15	19	126	84.9%
273	GEOG	-	-	01	05	12	35	32	18	24	126	81%
456	MATH	02	03	03	03	08	12	26	45	23	126	81.7%
527	AGRIC	-	01	02	10	11	34	20	15	20	113	82.2%
535	PHY	-	-	03	-	07	12	11	32	61	126	51.6%
545	CHEM	-	-	03	01	04	16	12	41	49	126	55.5%
553	BIO	-	-	02	07	10	29	23	34	21	126	83.5%
208	LIT	-	-	-	-	-	-	-	-	01	01	00%
335	LUG	01	01	03	01	-	-	-	-	-	06	100%
610	F/ART	-	-	-	08	11	03	-	-	-	22	100%
800	COMM	-	01	01	12	12	21	17	17	37	118	67.8%
735	T.D	-	-	-	01	01	-	04	04	06	16	62.6%

## Appendix K: Letter for Data Collection

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*Department of Educational Planning Management*

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Date: 27<sup>th</sup> May 2014

### TO WHOM IT MAY CONCERN

This is to certify that **OKWENJE Vincent**, Reg. No. **2011/U/HD/53/MEDPPM**, is a student in our department pursuing a Master's Degree in Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

***School Welfare and Teacher Performance in Secondary schools in Mukono District.***

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Yours faithfully

*Komba*

Leticia Komba Rwakijuma (Mrs.)  
**HEAD OF DEPARTMENT**

