HOUSING FACILITIES AND TEACHERS' PERFORMANCE IN GOVERNMENT AIDED PRIMARY SCHOOLS IN ARUA DISTRICT, UGANDA

DRANI CHARLES
2009/U/HD/11/MEPPM

A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

JUNE, 2012

DECLARATION

I, **Drani Charles,** hereby declare that, this dissertation, entitled "**Housing Facilities and Teachers' Performance in Government Aided Primary Schools in Arua District, Uganda**" is my original work. It has not been presented to any other institution in whole or part for any academic award.

Signed..... Date...15.06.2012.....

APPROVAL

We certify that the research work in this dissertation entitled ""**Housing Facilities and Teachers' Performance in Government Aided Primary Schools in Arua District, Uganda**" which was carried out by candidate Drani Charles has been under our supervision and is now ready for submission for examination with our approval.

Signed..... Date 30.7.2012

Name: MR. GUMISIRIZA, ELIAB LENYON

(Principal Supervisor)

Signed..... Date 24-10-2013

DEDICATION

This dissertation is dedicated to my dear wife, Candiru Molly, for the love, care, financial and moral support; my children, Alema Denis, Aita Dawin, Amaniyo Dorcus and Ayikoru Queen Dianah; and my brothers, Kotoma Isaac and Ozuma Alex, for their words of encouragement they gave me during the study.

ACKNOWLEDGEMENT

This study has been made possible because of the invaluable contributions and tireless assistance of a number of people to whom I am heavily indebted.

My special gratitude goes to my research supervisor, Mr. Gumisiriza, Eliab Lenyon, who spared his time and energy to provide guidance to me through this research work.

I further, acknowledge the District Education Officer, the Chief Administrative Officer and the District Service Commission of Arua District, for having granted me study leave to go for further studies.

I acknowledge Dr. J.C Enon, Dr. Mukwenda Tusiime Hillary, Dr. Kamukama, Rev. Sr. Dr. Kahawa Maria Gorrett, Mr. Okongo Wilberforce and Mr. Owino Phillip, all my lecturers, in the Department of Educational Planning and Management, Faculty of Education, who made it possible, through their good lectures, to see me through the study period.

I am greatly indebted to my colleagues on the programme, Mr. Anyiiro Lawrence, Mr. Angela Geoffrey, Mr. Thembo Nathan, Ms Wanican Joyce, Ms. Namara Edna and Ms. Lanyero Victoria, without whose support and company life would have been difficult for me at the campus.

I also acknowledge Mr. Biryomunda Emma, for having assisted greatly in typesetting, editing and printing my work.

I have not forgotten Mr. Droti James, Mr. Ayuku Augustine, Mr. Seruhogi Robert and others for having given me moral support throughout the study period

Lastly and in a special way, I thank my dear wife, Candiru Molly and my children for having kept my spirit high to achieve my dream of a Masters degree.

TABLE OF CONTENTS

CHAPTER THREE: METHODOLOGY

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

ABSTRACT

The study set to investigate, analyse conditions of housing facilities and assess their effects on teachers' performance in government aided primary schools in Arua District. Despite the acute need to increase the number of teachers to handle large pupil enrolments in well constructed classrooms, teachers' core need of decent housing facilities has not been catered for adequately, to date, in most government aided primary schools in Uganda in general. This has been a challenge to most teachers in government primary schools. The researcher was prompted to investigate if housing facilities had an influence on teachers' performance in government primary schools in Arua District. The study objectives set to: find out conditions of housing facilities for teachers, assess their influence on teachers' performance, establish strategies to provide decent housing facilities for teachers and establish challenges faced in providing good housing facilities for teachers. Data were gathered through Questionnaires, Interviews and Observations. The study findings revealed that most houses for teachers had bad conditions, characterized by small grass thatched huts with most roofs destroyed by termites and rats, causing leakage during rains. The huts had poorly ventilated short walls with door and window shutters loosely fitted. Few old, dilapidated houses with corrugated iron sheets were spotted in some schools. A few permanent semi-detached houses, newly constructed in some schools to accommodate head teachers and deputy head teachers. In conclusion, teachers need improved housing conditions with better facilities for increased performance at work place. The study therefore, recommended that: all stake holders should have collective responsibility to support construction of teachers' houses. The Ministry and Local Government officials should use the findings to address the housing challenges for teachers in government aided primary schools in the country as a whole and Arua District in particular. Government pledges to improve teachers' poor living conditions should be fulfilled.

ACRONYMS

AHCC	American Health Conservative Committee
CEFORD	Community Empowerment for Rural Development
CROWNS	Community Renewed Ownership for West Nile Schools
CVI	Content Validity Index
DLG	District Local Government
EPRC	Education Policy Review Commission
GWP	Government White Paper
Kshs	Kenya Shillings
MoE& S	Ministry of Education and Sports
NWSC	National Water and Sewerage Corporation
PHACR	Pontish Housing Advisory Committee Report
PTA	Parents' Teachers' Association
SMC	School Management Committee
UAE	United Arab Emirates
UK	United Kingdom
UPE	Universal Primary Education

CHAPTER ONE: INTRODUCTION

1.0 Background to the Study

According to Oxford Advanced Learner's Dictionary of Encyclopaedia Edition (1989), 'Housing' refers to a place of habitation, residence or accommodation. It also means houses, homes or flats in which people live.

Schoenauer Norbert, (2000) defines the term 'housing' generally, as a shelter or building that is a dwelling place for habitation by human beings. A house is a home, building or structure that functions as a habitat for humans. The term 'housing' includes many kinds of dwellings, ranging from rudimentary huts of nomadic tribes in the Sub- Saharan Africa, to high-rise apartment buildings or complex structure composed of many systems in urban or metropolitan areas world over. English speaking people generally call any building they routinely occupy 'home' or 'housing'.

The social unit that lives in a house is known as a household. Most commonly a household is a family unit of some kind although households may also be other social groups or individuals. The English word 'house' derives directly from the old English 'Hus' meaning "dwelling, shelter, home, house" which in turn derives from Proto-Germanic Khusian which is of unknown origin. The house itself gave raise to a letter 'B' though an early Proto-Semitic hieroglyphic symbol depicting a house.

In the United States, modern house construction techniques include; light frame construction, some areas use bricks almost exclusively and quarried stone has long provided walling.

To some extent, aluminium and steel have displaced some traditional building materials. More generally, people often build houses out of the nearest available materials and often tradition and/ or culture govern construction materials, so

towns, areas or counties may be built out of one type of material. For example a large fraction of American houses use wood while most British and many European houses utilise stones or bricks.

In Dakar, it is uncommon to see houses made of recycled materials standing a top a mixture of garbage and sand which serves as a foundation. Housing, in the context of this study, shall mean a shelter or building in which teachers live. Housing facilities refer to certain basic components attached to a building for accommodation of staff. Good housing facilities may include, among others, spacious rooms, good ventilation, firm door and window shutters, adequate furniture, safe and adequate provision of water supply, good sanitary conditions, healthy environment and convenient toilets /latrines for human use. All these things enhance good health and well being of the occupants of the housing apartments.

Housing in any part of the world provides shelter to people to protect them against elements of nature and any possible danger. Housing represents one of the basic human needs that have a profound impact on the health welfare, social attitudes and economic productivity of the individual. It is also one of the best indicators of a person's standard of living and of his/her place in society. Housing therefore, refers to the totality of the built environment that supports human livelihood.

The kind of housing facilities, can have a marked influence on the lives of inhabitants of houses such as teachers and their family members. Britten (1992) and Stahl (1987) observed that housing and its surroundings influence the health and safety of the family members as well as the way they do their work. For example, an unhealthy location of a house or impure source of water supply and poor sanitary methods of disposal of garbage and human excretion, will spread contagious diseases such as diarrhoea and cholera, among others, in a family and community.

According to Farrell (1993), housing situations for teachers in various countries have greatly influenced their job performance. Where housing is not provided or if the houses have inadequate facilities, the occupants most likely will not do their work effectively.

In circumstances where housing is not provided for workers, housing allowances could be paid. In a study, about teachers' housing in United Kingdom (UK), Farrell in 1993, gives interesting information. For instance, he found that, in some countries in major metropolitan areas, where housing was extremely expensive, housing subsides were paid by local authorities for low paid workers like teachers. In London, housing allowances for teachers are based on three rates applicable to teachers serving in the inner, centre and fringe areas of the city. In the United Arab Emirates (UAE), the housing allowances accounted for as much as 60% of one's basic salary. Often, housing allowances were incorporated in comprehensive cost of living allowances, especially in Metropolitan areas like Buenos Aires and Tokyo. Farrell, further reveals that teachers' housing allowances paid in some countries were in form of a percentage of one's basic salary. For instance, he found that in Morocco, the housing allowance is between 10% and 25%. In Cote d'Ivoire, it was 15% of one's basic salary. According to him, despite these housing allowances, there was still a problem of residential accommodation in some of the countries mentioned above as well in Sub-Saharan Africa.

Farrell (1993) further, noted that, in Zambia, the government provided teachers with housing allowance of 12.5% of one's basic salary. In other countries like Senegal, housing supplements could constitute as much as 27% of a teacher's monthly basic salary. In Congo, where there was also residential accommodation problem, he noted that, teachers who failed to secure free accommodation within school area had to look for one elsewhere. Many primary school teachers in Sub-Saharan Africa were still being paid small amount of money as allowances for accommodation. As a result, these teachers were compelled to reside in poor conditioned houses they

could afford to pay for with the meagre income they earned monthly. This was a scenario which was bound to lead to demotivation of teachers who could not effectively perform their duties as expected.

The minimum basic salary for a newly recruited Grade III primary teacher is about two hundred sixty thousand shillings (260,000/=) per month in Uganda. The teacher is expected to meet his/her expenses, including housing allowances, from this meagre salary. Considering the high prices of commodities and the ever-increasing cost of living in the current situation due to high inflation rate of about 30.5% (Government Bureau of Statistics as of November, 2011) a primary school teacher can hardly afford to pay rent for a decent accommodation.

Recently, the government announced a programme to construct permanent teachers' houses for government aided primary schools in the country. But the programme is slow because of financial constraints within the national budget framework. Even Teachers Houses Construction project under the Community Renewed Ownership for West Nile Schools (CROWNS), funded by the Embassy of Netherlands, has stalled because the poor quality work on the few completed houses never impressed the donor country.

It is important to note that the quality of teachers' houses has a direct bearing on the teachers' performance.

1.1 Statement of the Problem

The government under the Universal Primary Education programme has constructed more new classroom blocks throughout the country to accommodate the increased pupil enrolment in government aided primary school. There was also a cute need to increase the number of teachers to handle the large pupil enrolment, but the challenge most teachers face is living in poor or inadequate housing facilities in school campuses. This is bound to affect their performance at work place. This encouraged the researcher to carry out this to establish if housing facilities have an effect on teachers' performance at work place.

1.2 Purpose of the Study

The purpose of this study was to investigate the nature of housing facilities and assess their influence on the teachers' welfare and job performance in government primary schools in Arua District.

1.3 Objectives of the Study

This study was intended to:

i. find out the conditions of housing facilities for teachers in government aided primary schools in Arua District.
ii. assess the influence of housing facilities on teachers' job performance in government aided primary schools in Arua District.
iii. establish possible strategies used in providing housing facilities for teachers to improve job performance in government aided primary schools in Arua District.
iv. establish challenges faced by school authorities in providing housing facilities for teachers in government aided primary schools in Arua District.

1.4 Research Questions

This study was guided by the following research questions:

i) What are the conditions of housing facilities for teachers in government aided primary schools in Arua District?

ii) How do conditions of housing facilities for teachers influence the teachers' job performance in government aided primary schools in Arua District?

iii) What strategies are used to provide good housing facilities to improve teachers' job performance in government aided primary schools in Arua district?

iv) What challenges are faced by school authorities in providing better housing facilities for teachers' to improve job performance in government aided primary schools in Arua District?

1.5 Scope of the Study

The study was successfully conducted in 155 sampled government aided primary schools from a population of 260 government aided primary schools. The samples were randomly selected from all the five counties namely; Arua municipality, Ayivu, Terego, Vurra and Madi Okollo in Arua District, located in the north western region of Uganda.

The study was conducted from the period of July 2011 to June, 2012. The study was concerned with the adequacies and inadequacies of housing facilities vis-à-vis teachers' job performance in government aided primary schools in Arua District.

1.6 Significance of the Study

The significance of the study may not be overemphasized.

It is hoped that the findings of the study may be used by the policy makers to measure the influence of housing facilities on teachers' job performance at work place.

The study would be useful to a cross-section of stakeholders like the Ministry officials, District Local Government Officials, School Management Committee (SMC) members, P.T.A Executive members, headteachers and teachers, scholars and researchers who intend to carry out further investigations on research problems related to the one in this study in future.

The study will not only be a guide to policy makers, but the data there in may be used by other researchers and academicians for further studies and therefore be able to make better informed statements on status of housing facilities for high job performance in schools.

The study will enable the researcher to get his degree in Master of Education in Policy, Planning and Management.

The study results will also enable the School Management Committees (SMCs) and P.T.A Executive members to gain an insight into the roles they can play to improve teachers' housing facilities through mobilisation of parents and other local stakeholders to contribute resources to improve teachers' housing conditions.

The study results will enable headteachers gain knowledge and be resourceful in guiding other stakeholders in regard to matters concerning housing facilities for teachers.

Teachers, being the direct beneficiaries (occupants) of the housing facilities, they would use the study findings to channel their concerns about housing issues to the relevant authorities responsible for providing teachers' housing facilities.

The results of the study findings will inspire scholars and other researchers to develop interest to investigate more on problems of housing facilities faced by teachers and their impact on teachers' job performance in Uganda as a whole.

The study findings will add to the already existing body of knowledge on the subject of housing facilities and teachers' job performance in primary schools in the country.

1.7 Theoretical framework

Maslows' studies in human motivation led him to prepare a theory of needs based on a hierarchical model of basic needs at a bottom and higher needs at the top. The housing facilities and teachers' job performance are placed under the safety/security needs at the second level of the hierarchy from the bottom. The safety needs include both emotional and physical needs. Good housing facilities provide comfortable, peaceful and stable working environment that influence the teachers' job performance at work place.

In educational setting, Maslow's hierarchy of needs implies that educational management has a responsibility to create a work climate conducive enough to satisfy teachers' needs. Most primary school teachers have not met their basic needs such as good housing facilities and therefore educational managers at this level should concentrate on the satisfaction of the needs of teachers. If an enabling environment is not provided for teachers, they would have uncomfortable life and increased frustration and therefore low job performance.

1.8 Conceptual Frame work

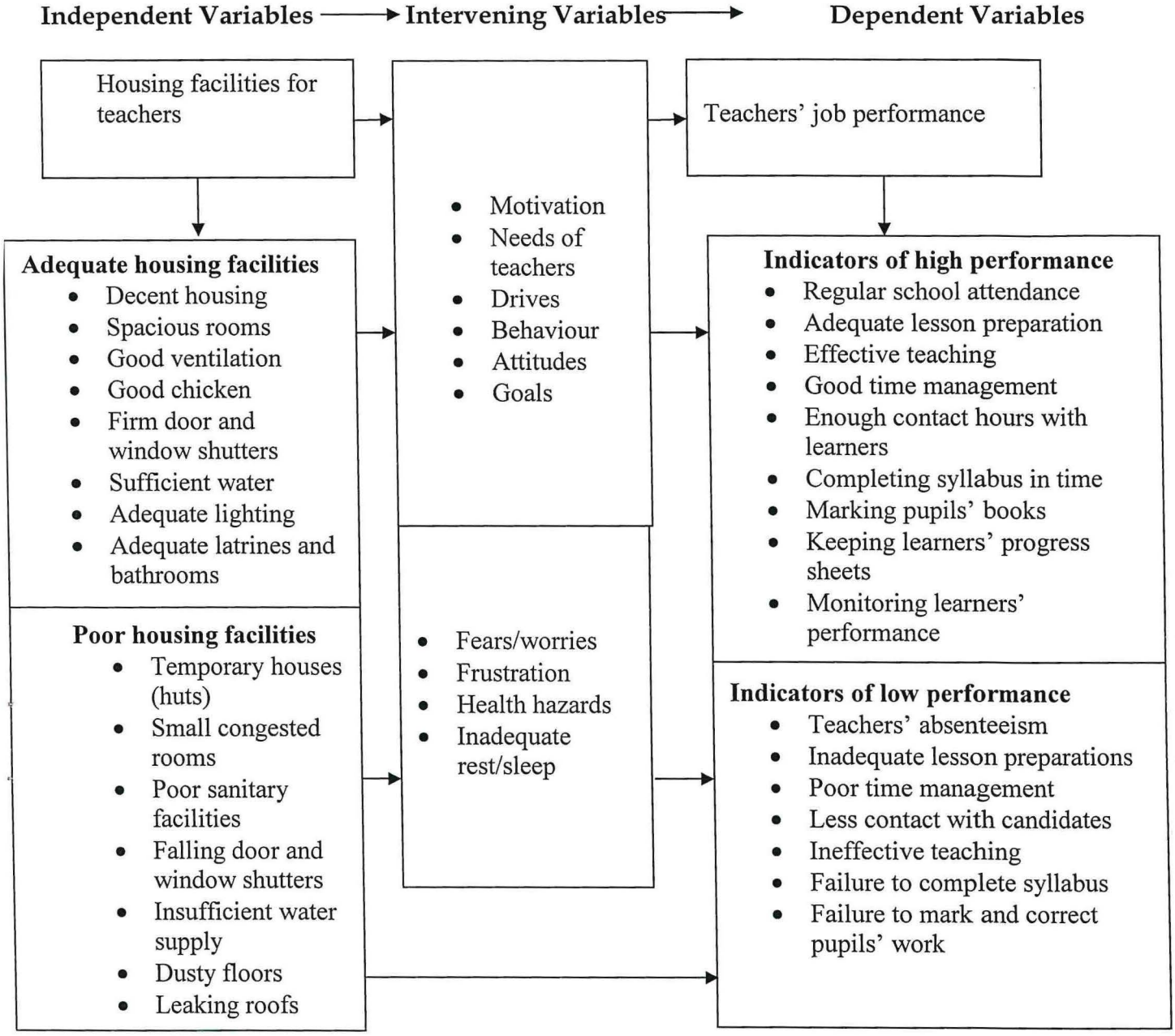
The conceptual framework explains how conditions of housing facilities for primary school teachers are related to the teachers' job performance in government aided primary schools in Arua district.

In the study, two variables with different characteristics are observed. Each variable assumes more than one of a set of values to which a category from a classification is assigned. The two variables are classified as Independent or Dependent Variable.

In this context, housing facilities is the Independent variable whereas job performance is the Dependent variable. The independent variable (housing facilities) influences the outcome measure of the dependent variable (job performance). However, there are intervening variables that surface between the independent and dependent variables. These intervening variables are; Motivation, Needs, Drives, Behaviours, Attitudes and Goals.

The conceptual framework therefore suggests that housing facilities are related to teachers' job performance. Teachers' motivation, Needs, Drives, Behaviours, Attitudes and Goals are influenced by conditions of housing facilities and they in turn influence the level of teachers' job performance.

Conceptual Framework



Source: Maslow's Hierarchy of Needs

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The study focused on housing facilities for teachers and how these facilities influenced teachers' job performance in government aided primary schools in Arua District.

2.1 Conditions of Teachers' Housing Facilities

The available evidence as indicated in the Monitoring Report of Community Empowerment for Rural Development (CEFORD) 2007 in Arua, generally shows that teachers' job performance is likely to be affected by their welfare conditions, particularly the adequacy and quality of conditions of housing facilities available for them.

As Stahl (1987), has observed, staff housing doesn't receive the attention it deserves in the contemporary administrative systems in most Sub-Saharan African countries. Staff members, especially teachers, are often subjected to substandard residential conditions and no adequate effort has been made directed to its improvement.

The general welfare of teachers has been reported to be far from what is desired in Uganda. As we have indicated, the poor housing conditions of teachers were clearly noted by the Education Policy Review Commission Report of 1989 and the Government White Paper on education, (1992). It was stressed that, most of the teachers' quarters had dilapidated structures that could hardly be repaired.

2.2 Structural Conditions

In a study, on rural housing for teachers in Sub Sahara Africa, Mackintosh, (1968:31) described the dilapidated staff buildings as a common characteristic of unfavourable housing condition. He further noted that these conditions were reflected in the defective floors, dampness caused by leaking roofs, crumbling walls, lack of paving

round the houses and gross wrecked ceilings. It was evident, that the state of walls, floors, windows, doors and roofs of teachers' houses were very appalling. These conditions existed in 1960s still pertain in schools in Uganda today. There is no doubt that this constant strain on the teacher has adverse effects on the functioning of his/her brain and causes headache and leads to a decline in job performance of the teacher or any body else who lives in such houses. Such poor conditions definitely, undermine the comfort of the occupants of such houses.

It was therefore, the researcher's wish to investigate and establish whether this was the case with teachers' housing situations in government aided primary schools in Arua District.

2.3 Ventilation

The sort of ventilation in a house is a reflection of general conditions of housing. It should be emphasised that an ideal house should have properly functioning window and door shutters and good ventilators to allow free circulation of air in the house. This point was stressed in Pontish Housing Advisory Committee Report, (PHACR in 1976), on housing in London after discovering that many housing inhabitants, especially of cottage type, had a tendency of caring less about air conditions.

Miller, (1988:11), referring to the report of the Committee of Inquiry into Housing Conditions in London, argued that ventilation determined the comfort of the house, stressing that the concentration of contaminated air in one place should be discouraged. The main point he made was that Dwellings of residences which were not properly ventilated, were highly vulnerable to health related hazards.

In general, poor ventilation causes a stuffed environment inside the house as odours given off from the human body are not circulated and diluted. The smell can be

irritating and its effects on general health tend to be adverse. This has long been found to be true by American Health Conservation Committee (AHCC) (1978).

2.4 Sanitation

Brittan, (1982:81), while analysing Public Health in London, posed an important question that, "How can we hope to teach the vital lessons of hygiene or to raise standards of its practice by students when our homes and the surroundings are themselves in-sanitary?" In this question lies the true reflection of teachers' poor residential sanitary conditions. As we have noted conditions of teachers' quarters in confined places with all the poor sanitary conditions, can be extremely distressing.

Brittan (1982) also analysed the consequent hazards of poor housing conditions by pointing out that it was a pity that several families shared the same sanitary facilities. In most cases, no one assumed the responsibility of cleaning the sanitary facilities or took precautions to prevent the spread of communicable diseases. Brittan's observation portrayed the severity of substandard housing conditions on human health of teachers and their families generally.

Jevons and Madge (1987), hold a similar view that a number of health hazards were likely to break out as a result of sharing the same sanitary facilities by several families. The prevalence of diarrhoea diseases in areas with such poor sanitary conditions was not uncommon. Thus, Elderton (1988) reminds us of the need to improve sanitary conditions if people in a particular place were to prevent the likely health hazards.

According to Stahl (1987:386), general cleanliness is the first pre-requisite for improved sanitation. The floors of the toilet/latrine should be kept clean, doors and windows washed and walls maintained clean. In addition, attention must be given to the general drainage system. Water supply and toilet systems should be properly

maintained. As Stahl (1987:587), warns, "Once sanitation is poor, occupants are likely to spend more time in sickbays and health units."

On the other hand, dwellers living in clean and comfortable residences and clean, well maintained surroundings, were likely to live a healthy life and to perform their duties well. This suggests that teachers who live in drab dirty and uncomfortable housing conditions are likely to perform far worse compared to those in better housing conditions.

In view of the fore going argument, the researcher wished to investigate and establish if teachers in government aided primary schools in Arua district were experiencing the same circumstances and if so propose possible solutions to the situation.

There is no doubt that poor sanitary conditions are dangerous to the psychological upbringing and the learning process of a child. Primary school teachers are entrusted with the role of inculcating essential hygienic qualities in the learners, but they cannot perform this noble function well if they themselves live in poor hygienic conditions.

Tomlinson, (1989:37), arguing on the psychological effects of poor hygiene, observed that, in order to give a child a proper understanding of his body functions, it was essential to impress upon him the feeling that excretion was just as natural as feeding and sleeping, but that it was associated with cleanliness, meaning that it must not be done in the open.

2.5 Domestic services

The conditions of domestic services are said to offer a general picture of housing conditions. Mackintosh, (1968) and Glasgow,(1979) observe that services such as

availability of water supply, electric or other forms of energy supply, can prove very straining if they are not installed as part and parcel of housing equipments. For example, occupants of houses experience difficulties in several ways if water supply in houses is inadequate. That is why the National Water and Sewerage Corporation (NWSC) in Uganda has its motto as, "Water is Life."

Homes having water shortages do expose occupants to very serious health risks like diarrhoea, typhoid and dysentery. Hence, concerns should be focussed on the state of water supply for occupants of homes by the relevant authorities in an area.

Stein, (1980), in a study he carried out in Senegal reported that, inadequate lighting in houses could cause eye defects. Therefore enough lighting should be a major issue to consider ensuring improved conditions in houses being occupied.

He also observes that, where dim light is experienced by using paraffin in lamps or candles, for lighting, the situation might not only become more straining to the eye sight but it could also lead to defects of the lungs. Stein's findings on lighting systems in houses did indicate that burning paraffin or candle could worsen the health of individuals, especially in congested houses.

Eve and Weston (1984:219) observe that firewood is mostly used as a main source of fuel for lighting and cooking by people living in rural areas. This was because other forms of heat and lighting energy were either non existent or too expensive to afford by the rural poor.

2.6 Effects of Housing Conditions on Teachers' Job Performance

Becker (1978) has advanced the view that, a teacher's job was a process of achievement of results in classroom teaching; non-classroom activities and carrying out bureaucratic duties.

As regards classroom teaching, Becker believes that, a teacher's performance should be manifested in the following:

i) Putting students in contact with subject matter which could be accomplished through effective teaching, organizing reading programmed learning, showing films and carrying out field studies.

ii) Mediating between curriculum plans and the learners in order to stimulate the involvement of each learner in the content presented.

iii) Creating specific classroom conditions conducive to classroom environment and normative structures to aid meaningful learning for the learners.

Achievements in each of the three processes of the classroom teaching require teachers to make prior preparations and critical decisions. Johnson (1980:52), delves in such decisions and concludes that, the teacher must be able to select from broad school purposes and subject matter goals, a set of specific instructional objectives that he/she would pursue with a given class. The teacher must be able to select learning experiences that would maximise the possibility of achieving these objectives.

In addition, a teacher must decide on the organisation of learning experiences over a period of time and the relationships of activities in the subject area at any given time. He/she must decide on how to evaluate and know how to use the evaluation data, to improve teaching and learning. Efficiency and effectiveness in taking such decisions depends on teachers' commitment and dedication to the job. Jones (1983) reports that, teachers' effectiveness, commitment and dedication were all affected by welfare conditions of the teachers. While investigating the relationship between the teachers' welfare conditions and their commitment to the teaching profession, Jones found out that in Ghana the majority of his teacher respondents in the study from both urban and rural primary schools, admitted that their work performance was affected by welfare conditions and this further affected the pupils' academic performance.

Specifically, a series of studies conducted about housing facilities for teachers by Wiseman (1980) in Ghana, indicated that poor housing conditions and inadequate

material facilities contributed negatively to teachers' job performance. Thus, the impact of housing conditions on teachers' performance is negative when the housing facilities are poor and vice versa. It was in this respect that the housing conditions for teachers and their impact on the teachers' job performance in government aided primary schools in Arua District needed to be investigated and assessed.

According to Amidson and Hunters (1984), a teacher's performance is indicated in the end result of academic and non-academic interactions between the teacher and learners. They further stressed that the interaction depended on the teacher's readiness to positively encourage learning because that could hardly occur when the teacher was disgruntled. Amidson and Hunters therefore, emphasized that, teacher-learner interaction could be encouraged by a motivated teacher as well as a conducive classroom environment for the learner. This would motivate the learners to learn effectively and discuss freely with their teachers. In this way, teachers would instil discipline in learners, counsel and evaluate them in a manner that the learners would feel motivated.

Amidson and Hunters conclude their views by posing this important question; "How can a teacher motivate learners when he himself is not motivated?"

Since, as we have seen, housing conditions motivate all staff and teachers in general, it was quite imperative that housing conditions and their impact on teachers' job performance in government primary schools in Arua District should be investigated.

Amidson and Hunter's (1984) work was based on Flanders' interaction analysis for observing the direct and indirect performance of teachers in the classroom. Using that analysis, Amidson and Flanders (1978) and Amidson and Hough (1979) further confirmed that a motivated teacher will encourage positive interaction with learners in the classroom.

In particular, Flanders (1978), noted that a teacher should have had enough rest, before attempting to interact with pupils. It was only then that the teacher's direct influence could be positively felt by pupils. This was because good rest refreshed the brain and thus enabled a teacher to build opinions and ideas to direct pupils' actions. This gave the teachers a well calculated critique in form of praising or encouraging the participation of the pupils in learning activities and clarifying and accepting their feelings. In circumstances where housing conditions were favourable, teachers most likely performed better on their job of teaching.

Ocen's (1990), findings on Primary School Teachers' Welfare in Manchester, confirmed that lack of rest as a result of poor housing conditions had a negative effect on teachers' job performance. He further confirmed that, teachers' housing conditions were uncomfortable; they were not conducive for one to have good rest and sleep. Ocen's views concurred with the findings of the study of Kasajja (1990) on Housing Conditions for teachers and their work in Uganda. Kasajja asserted that, good housing conditions for teachers enabled them to have adequate rest and sleep and perform their work well.

In order to perform better in the classroom, Harberman, Martin and Stinuet (1980:266) and Hasford (1984:86), in their study on The Teachers' Instructional Work in United Kingdom (UK), emphasised that, a teacher must make prior lesson planning before teaching. According to Wiseman (1978), much of the teachers' work was mainly done at home as teachers' homework. This required the housing conditions to be desirable. In addition, Tyre (1965), cited in Johnson's work of 1980, pointed out that classroom teaching demanded giving exercises and assignments which a teacher marked at home. This also required favourable housing conditions.

In the case of co-curricular or non-classroom activities, teachers' performance entailed results obtained from supervising students and polishing them up. These

activities are conducted in the field of Games and Sports, Debating, Music Dance and Drama and other recreational activities (Beckman and Secord (1968). In addition, Beckman and Secord further observed that a teacher's job demanded conformity and conventionality. It even stretched out to involve the teacher's private life; a life that must be properly facilitated, especially, in terms of housing and good hygiene. This was so because good health was determinant of what the teacher eventually achieved on his/her job evaluation criteria (Harberman, Martin and Stinuet, (1980).

The impact of housing facilities on teachers' job performance did not only emanate from physical conditions, but also it sometimes came as a result of financial worries. In this case, Adenijji (1972), pointed out that as a result of problems in financing education in Nigeria, poor school classroom buildings and teachers' housing quarters, were among the factors that led to poor quality education.

In addition, Phipps cited in Mackintosh, (1968:21), found out that many primary school teachers expressed despair that the rent they could afford to pay exposed them to very low standards. Eighty percent (80%) of the sampled teachers in Nigeria in 1978, expressed that teachers should be provided with free and decent housing facilities, by the relevant authorities to improve teachers' job performance.

On the basis of the observations of teachers despair due to bad housing conditions, Phipps (1968), realised that such teachers could hardly do their work effectively. His findings indicated that housing constructed of grass, provided very little protection against sudden tropical storms, wild animals, fire out breaks, leakage and other natural hazards, worrying teachers. Such poor housing conditions made teachers to demand for immediate improvement of the housing conditions.

After discovering the adverse effects of poor housing facilities on teachers' job performance, some countries had to come up with policy guidelines concerning

teachers' housing allowances. For instance, in Kenya, The Teachers' Service Commission Report (1972), Code of Regulations for Teachers stipulated that teachers occupying privately rented houses were entitled to housing allowance on presentation of rent receipts. The classification of these allowances was such that all the unqualified teachers earning basic salary of Kshs 7500, all teachers appointed to school but not in occupation of institutional houses, and Kenyan citizen teachers living in their own housing would be paid a housing allowance of 15% of the capital cost of the building.

In the Ugandan perspective, the government's efforts to improve teachers living conditions have been unsatisfactory due to the ever increasing economic challenges implying that salaries and housing allowances for teachers are meagre.

It is clear from this literature review that, if housing allowances were adequate enough to enable teachers' secure desirable residential houses, it would lead to motivation of teachers to do their work of teaching effectively. There is no doubt that, in the light of this argument, the teachers' housing facilities should be favourable.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter deals with methods which were used in the study, namely; Research Design, Area of Study, Population and Sampling, Sampling Procedures, Research Instruments, Quality Control, and Procedure for data collection.

3.1 Research Design

A research design is a plan that brings out details of what is to be done in order to complete a research project (Yiu, 1989). In short, it is, an organised way of showing how data is going to be collected, analysed and interpreted.
Qualitative Research Design was used in this study.

Qualitative Research is the process by which a researcher experiences, understands and interprets the environment and acts on the basis of the interpretation (Masor, 2002). Therefore Qualitative Research is that type of research that places the samples at the centre of the research process. It explains and gains insight into and understanding of the phenomena through intensive collection of narrative data. The data collected is basically descriptive in nature. This means that the data obtained are ordinarily expressed in non numerical terms. This does not mean that numerical figures are never used.

A cross-sectional survey design was used because it helped in handling a large number of respondents. This was found suitable for collecting data on attitudes, beliefs, perceptions and opinions of respondents from different units in a period of time (Wiersema (1980), Amin (2005).

3.2 Area of Study

The study was conducted in one hundred fifty five (155) government aided primary schools, thirty one (31) schools, selected from each of the five counties namely; Arua

Municipality, Ayivu, Terego, Vurra and Madi Okolo in Arua District located in the North Western Region of Uganda.

3.3 Population and Sampling

The population is the total number of headteachers and teachers in government aided primary schools in Uganda. The study sample is the total number of headteachers and teachers in government aided primary schools in Arua District. There are 260 headteachers and 2860 teachers representing the study sample. The sample size for headteachers was calculated as:

155 x100 = 60% of the total population, meaning that, it was quite representative.
260

The sample size for classroom teachers was 355 individuals out of a total population of 2860 classroom teachers in government aided primary schools in Arua District.
The sample size was calculated as:
355 X100 = 13% of the total population. This was representative enough.
2860

Each school selected, presented 1 head teacher and 2 teachers (1 male and 1 female) giving a total of 3 individuals per school.
These samples were selected using the Krejcie, R.V and Morgan, D.W (1970) table for determining sample size for research activities for a given population.

According to the Krejcie, and Morgan, (1970) table for determining sample size for a given population, as cited in Amin (2005:454), and Hopkins, Glass and Hopkins, (1987:113), the method used to select the sample is of utmost importance in judging the validity of the inferences made from the sample of the population. The sample of size S should be selected in a deliberate fashion from the parent or population size N so that the characteristics of the population can be estimated with a known margin error.

As shown in the Krejcie and Morgan (1970) (Appendix VI) for determining sample size, a given population size of N=290 would have a sample size S of 165. The representativeness of the sample size from the population size is obtained using the formula;

$$\frac{\text{Sample size S}}{\text{Population size N}} \times 100$$

$$= \frac{165}{290} \times 100 = 57\%$$

The samples were, therefore, representative of the target population of the head teachers and teachers in government primary schools in Arua District. These results obtained from these samples could be generalised to represent the housing picture in the whole of Arua District.

3.4 Sampling Procedures

The sampling procedures used in this study were: Simple random sampling and Purposive sampling.

A simple random sampling is the process of obtaining a sample from the population in such a way that samples of the same size have equal chances of being selected (Amin, 2005).

In this study, simple random sampling was used to select 155 schools out of the total population of 260 government primary schools, and 355 classroom teachers out of 2860 teachers in government schools in Arua District. The samples were selected by chance, based on blind picking.

Simple random sampling was deemed to be suitable in this study because the population was homogeneous.

Purposive sampling procedure on the other hand, was used to select 155 head teachers out of the total population of 260 head teachers for government primary schools in Arua District. The researcher used purposive sampling technique for

selecting head teachers as information got from the selected headteachers was valid and reliable.

3.5 Research Instruments

The study used three types of research instruments, namely: Questionnaires, Interview and Observation Guides.

3.5.1 Questionnaires

Questionnaires were the main research instruments used to effectively gather information from respondents. The questionnaires used to get information from the respondents were either close ended (structured) or open ended (unstructured). Closed ended questionnaires were used because they elicited specific responses from respondents and were easy to analyse by the researcher. They were found to be economical in terms of time.

Open ended questionnaires were used to generate free detailed responses from respondents (Wilson 1996, Oppenheim, 1992). Open ended questionnaires provided for greater depth of responses where respondents gave their personal views and feelings about particular research items. Open ended questions gave freedom and spontaneity of expressions to respondents.

The questionnaires for head teachers consisted of both close ended and open ended items mainly on what their schools were doing for teachers about housing situations. It also tapped challenges the head teachers encountered as well as their suggestions to ameliorate the poor housing conditions for teachers.

The questionnaires for teachers consisted of close ended and open ended items, concentrating on the housing situations for teachers themselves and the existing housing conditions and how these impacted on teachers' welfare and job performance in schools. It also sought teachers' opinions and suggestions as possible

remedial measures to improve the housing conditions in government schools in Arua District.

This method used for data collection was in general, effective, because questionnaires despatched to the respondents to work on, were returned to the researcher in two weeks time. Therefore, valid information was obtained, as the questionnaires offered greater assurance of anonymity on the respondents.
The researcher approached each head teacher in respective primary schools, explained the purpose of the study and made assurance of anonymity on the respondents. Copies of questionnaires were issued to each head teacher and selected teachers to work on.

3.5.2 Interview Guide

The Interviewer (researcher) interacted with each interviewee (respondent) through spoken words, on housing conditions, particularly on the structures, sizes and ventilation of houses, and how these affected teachers' welfare and job performance in the work place.

The interview results confirmed that, generally, the housing conditions for teachers' were really bad to live in.

The study used the two types of questions namely; the close ended (Structured) and open ended (unstructured) interview questions. The close ended interview guides posed questions to which brief and precise answers were given by respondents.

The open ended (Unstructured) Interview questions required participants to give free and detailed responses that offered deeper explanations with more clarifications.

3.5.3 Observation Guide

The observer used the natural sense of organ for seeing (eyes) to collect data and recorded them. Critical observations were made on teachers' housing conditions particularly on the following; the structures, sizes, ventilation, sanitary facilities and the surroundings of the houses. The researcher used both active and passive observations for collecting data. In the active observation, the researcher was clearly visible and the participants were aware of his presence as he was actively observing and recording things.

The researcher supplemented the observations by use of a camera as a technological garget to snap the photographs of the houses to give the exact picture of their conditions to show whether they were in good and ideal conditions as well as those in bad conditions for teachers to reside in.

In the passive observation, the researcher was simply recording data.
The observation findings were collaborated from the data collected through questionnaires and interviews.

3.6 Quality Control

Quality Control, in the context of this study refers to the function of ensuring that the quality standard of data collection in the study conforms to the predetermined acceptable standard.
According to Russell and Tayot (2003), quality control is a process through which one measures the actual quality performance, compares it with the set standard and acts on the differences by taking corrective steps.

Quality standards in research may be affected by the types of instrument and sample participants used in the research. Therefore, quality control in research depends largely on the validity and reliability of the research instruments and sample participants used in the study.

3.6.1 Validity and Reliability of Instruments

Validity and reliability are two important concepts in the acceptability of the use of an instrument for research purposes.

3.6.1.1 Validity of instruments

Validity refers to the appropriateness of an instrument. It is the ability to produce findings that are in agreement with theoretical or conceptual model values. It is the ability to measure what is supposed to be measured and produce accurate results (Keeves, 1998). Validity is the most important idea to consider when preparing or selecting an instrument for use in research. All researchers want the information they obtain through the use of an instrument to serve their purposes. Therefore, a research instrument is said to be valid if it measures exactly what it is supposed to measure and the data collected honestly and accurately represents the respondents' opinions.

A valid measure is supposed to produce true results that reflect the true situation in the conditions of the environment it is supposed to measure.

Content validity focuses upon the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure. Content validity is established through specifying the domain of the content for the concept and constructing and selecting indicators that represent that domain of the content.

Content validity, therefore, refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed.

It shows how adequately the instrument samples the universe of knowledge, skills, perception and attitudes that the respondent is expected to exhibit (Amin E.M 2005).

An instrument with a good content validity samples the appropriate content area. Content validity is determined by expert judgement. Usually, experts in the area

covered by the instruments are asked to assess its content validity. Judges are used to establish a Content Validity Index (CVI) for each item.

There were seven judges used in the study and five of them agreed that the item was valid, the interjudge coefficient of the validity was

$$CVI = \frac{\text{Number of judges declared valid}}{\text{Total number of judges}}$$

$$CVI = 5/7 = 0.71 = 0.7$$

The 0.7 (minimum desirable) CVI value, is the inter-judge coefficient of validity for the item. This is repeated for all the items and an average is computed.

For the overall instrument,

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

Content Validity Index (CVI) is based on the measure of proportions of items given of high rating and low rating.

$$\text{Hence CVI} = \frac{\text{the number of items agreed upon as relevant as high rating}}{\text{Total no. of items in the instrument}}$$

For the instrument to be accepted valid, the Average Index Value should be 0.7 or above. (i.e the lowest CVI value = 0.7, the highest CVI value =1.0).

The three instruments namely: questionnaire, interviews and observations, used in this study were tested to measure what was supposed to be measured, and produced accurate results of the average index value between 0.7 and 1.

3.6.1.2 Reliability of Instruments

Reliability of an instrument refers to its consistency in measuring whatever it is intended to measure (Amin, 2005). It is the dependability or trustworthiness of the measuring instrument; it is the degree to which the instrument consistently measures whatever it is measuring.

An instrument is said to be reliable if it produces the same results whenever it is repeatedly used to measure trait or concept from the same respondents even by other researchers.

In educational setting, reliability may be defined as the level of internal consistency or stability of measuring device overtime (Amin, 2005). Internal consistency is the form of reliability that deals with one test at a time. It is conceptualized through different approaches like; split half reliability, Kuder-Richardson method of rational equivalence, and Crown Bach's Alpha. The reliability coefficient is obtained using Cronbach's Alpha.

The reliability of a questionnaire was determined by establishing the Internal Consistency Reliability using the Cronbach's Coefficient Alpha using the formula;

$$\alpha = \frac{k}{k-1} \quad (1-\frac{\sum\sigma^2 k)}{\sigma^2}$$

Where $\sum\sigma^2 k$ is the sum of the variances of the k parts (usually items) of the test.

σ = standard deviation of the test.

3.7 Procedure for Data Collection

The researcher obtained a letter of introduction from the Head of Department of Educational Planning and Management, Faculty of Education, Kyambogo University. He then proceeded to the District Education Office Arua and presented the copy of introduction letter to the officer. The researcher requested for and obtained the list of government primary schools and the number of the head teachers and teachers for the schools, county by county for all the five counties in the district. The researcher travelled to each selected school to administer the questionnaires and conduct interviews and observations.

The researcher briefly interacted with each head teacher about the techniques for data collection. Each respondent was explained the purpose of the study and was humbly and kindly requested to freely give information required by the researcher. The respondents were assured of anonymity, privacy and confidentiality of the information they would give. Their informed consent was sought and obtained. The respondents who used questionnaires to give information filled in them. The others responded to the interview questions.

The researcher personally administered the questionnaires and conducted the interviews and observations to reduce possible errors while getting the required information. Data was collected, coded, and analysed by the researcher with the help of the Supervisor.

3.8 Data Analysis and Interpretation

Data from Questionnaires, Interviews and Observations were tabulated, analysed and interpreted qualitatively as in chapter four.

3.8.1 Qualitative Data Analysis

All responses to open and close ended questions were analysed and interpreted qualitatively. This involved the use of interpretative and descriptive analysis.
The researcher took a close and critical interpretation of each response semantically and in contextual themes, until all correct responses were incorporated in the developed theme.

3.8.2 Limitations and delimitation of the study

I. There were some delays in administering the questionnaires. This problem was solved by the researcher by going to some of the schools several times to track head teachers and teachers who had not returned the filled questionnaire.

II. A few respondents never showed willingness to fill in the questionnaire but the researcher persuaded them to do so.

III. Some few items in the questionnaire forms, were left blank. This led to inconsistency in getting the correct information as required by the researcher. To overcome this problem, the researcher was compelled to go back to the concerned schools to get the required information.

IV. Data collection was done during rainy season; therefore, bad weather affected the researcher's movement in some places. Therefore, much time was spent, collecting data. The researcher minimised the problem by reviewing the schedules on some days to move to the schools purposely to get the filled questionnaire forms from the schools.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and interprets the analyzed findings of the study on housing facilities and their influence on teachers' job performance in government aided primary schools in Arua District.

Data was collected qualitatively through filled questionnaires and interviews responded to by head teachers and teachers as well as observations made by the researcher on the state of affairs in the selected government aided primary schools.

The qualitatively analyzed data was converted into frequency counts from which percentages were calculated. This was cross validated by responses to the questionnaires and interview questions. The results of the analysis were presented into two sections; first the presentation of the background information about the respondents; second, the presentation of the findings of the study.

4.1 Response rate

The researcher administered the instruments in all the 155 selected government primary schools. Thirty one (31) schools were sampled from each county for all the five counties in Arua District, making a total of 155 primary schools.

Out of the selected schools, the researcher received one hundred fifty two (152) copies of filled questionnaires from the head teachers and three hundred thirty five (335) copies of filled questionnaires from class room teachers out of 355 questionnaire forms given out.

Therefore the response rate was derived from the formula,

$$\frac{\text{Number of questionnaires returned}}{\text{Total number of questionnaires given out}} \times 100$$

Thus the response rate for head teachers was

$$\frac{152}{155} \times 100 = 98\%$$

Meanwhile the response rate for teachers was

$$\frac{335}{355} \times 100 = 94.4\%$$

Therefore, the response rate, according to the data was quite good from both the head teachers and teachers.

4.2 Background information

A number of variables relating to the respondents were explored and the following results obtained.

Table 4.2.1: Gender distribution of head teachers

Gender	Frequency	Percentages
Male	114	75
Female	38	25
Total	152	100

Table 4.2.1 indicates that the male respondents were 75% while their female counterparts were 25% of the total respondents. This finding was noted by the researcher through observation.

Table 4.2.2: Distribution according to marital status of the head teachers

Marital status	Frequency	Percentage (%)
Married	125	82.2
Single	9	5.9
Separated	11	7.2
Divorced	5	3.2
Widow/widower	2	1.5
Total	152	100

The information in the Table 4.2.2 indicates that 82.2% respondents were married while 5.9% were single. Those who had separated were 7.2% while those who had divorced were 3.2%. Widows and widowers constituted 1.5% of the total number of respondents.

The bearing this information had on the research findings as seen later in Table 4.4.1 was that long serviced and married teachers had large families and hence needed permanent houses with spacious, well ventilated and lit rooms. They also needed Kitchens, latrines, bathrooms and water provision to be available.

Table 4.2.3: Distribution of Head teachers according to levels of education

Academic qualification	Frequency	Percentage (%)
O' level	49	32.2
A' level	15	9.8
Grade III certificate	25	16.4
Diploma certificate	50	33
Graduate	13	8.6
Total	152	100

The information in Table 4.2.3 indicates that head teachers who had academic qualifications of O' level and A' level were at 32.2% and 9.8% respectively.
Head teachers who were still at grade III teachers' certificate level were 16.4% whereas those who had attained Diploma qualifications were 33% while graduate teachers were only at 8.6%.

This implies that, the majority of the head teachers had obtained diploma. Some head teachers were still holding Grade III certificates; whereas very few of them had reached the level of degree certificate.

Table 4.2.4: Gender distribution for classroom teachers

Gender	Frequency	Percentage (%)
Male	214	64
Female	121	36
Total	335	100

The information in the table above indicated that male teachers were at 64% while female teachers were at 36%. This meant that male teachers occupied more houses in bad conditions than female teachers.

The basic professional qualification for primary school teacher is a Grade III course and the required entry is from the holders of Uganda Certificate of Education.

Table 4.2.5: Distribution according to marital status of classroom teachers

Marital status	Frequency	Percentage (%)
Married	276	82.5
Single	21	6.3
Separated	18	5.3
Divorced	15	4.4
Widow/widower	5	1.5
Total	335	100

The information in the above table 4.2.5 indicates that most of the respondent teachers were married, at 82.5%. Those who were single were 6.3% whereas the temporarily separated spouses were at 4.4%. Those who were widows and widowers were 1.5%.

Married teachers are affected more by bad housing conditions for teachers in school campuses than other teachers because of large numbers of their family members.

Table 4.2.6: Distribution according to the highest academic qualification for teachers

Academic qualification	Frequency	Percentage %
O' level	110	33
A' level	8	2.3
Grade III certificate	143	42.7
Diploma certificate	65	19.4
Graduate certificate	9	2.7
Total	335	100

The information in Table 4.2.6 indicates that Grade III teachers formed the highest percentage of 42.7%, followed by Diploma certificate holders, at 19.4%, graduate teachers with degree certificates were only at 2.7%.

Grade III teachers formed the majority of teachers in primary schools and therefore occupied more houses with poor facilities than the teachers of other grades.

The basic academic qualification for the teachers was O' level although a few attained A' level certificates. A few of the teachers had received in-service training through Teacher Development Management System (TDMS) at Core Primary Teacher Training Colleges like Arua and St. John Bosco, Lodonga Core PTCs in Western Nile Sub Region.

4.3 Presentation of the findings

All the findings in this chapter, apart from the background information about the respondents, are presented in form of descriptive frequency tables and interpreted in accordance with the research questions. It should be noted that the use of such questions meant that no inferential statistical techniques were necessary.

4.4 Research Question One: What are the conditions of housing facilities for teachers like in government primary schools in Arua District?

The results under this research question were obtained through questionnaires, under section B and C, as filled in by teacher respondents. Interviews were conducted between the researcher and teachers hence, required information obtained.

Finally, the researcher made observations on physical conditions of teachers' houses and the findings were recorded. The findings were intended to establish the state of affairs regarding teachers housing facilities as indicated in Table 4.4.1

Table 4.4.1: Teachers' responses on the state of affairs regarding teachers housing facilities and their effect on their welfare and job performance

Housing conditions	Yes		No		Total	
	Frequency	%	Frequency	%	Frequency	%
Grass thatched roof	280	83.7	55	16.3	335	100
Corrugated iron sheet roof	55	16.3	280	83.7	335	100
Burnt brick walled	45	13.4	290	86.6	335	100
Ventilated	53	15.9	282	84.1	335	100
Cemented floor	40	11.8	295	88.2	335	100
Sharing latrines	289	86.3	46	13.7	335	100
Rented house by school	10	3.0	325	97.0	335	100
Leaking roof	198	59.0	137	41.0	335	100

The findings in Table 4.4.1 indicate that 83.7% of teachers were living in grass thatched houses on school campus while 16.3% were accommodated in houses roofed with corrugated iron sheets. Respondent teachers living in burnt brick walled houses were only 13.4% whereas those living in either sun dried brick walled or mud and wattle walled houses were 86.6%. Those who reported living in well ventilated houses were only 15.9% while those in poorly ventilated houses were 84.1%. Respondents living in houses with cemented floors were 11.8% whereas those living in houses with smeared floors formed 88.2% of the total percentage of the respondents. Respondent teachers who reported that they were sharing latrines were 86.3% while those who were not sharing latrines were at 13.7%. Teachers who were living in houses rented by schools were only 3% whereas those who lived in

houses at the school campus and personal houses at home were 97%. Teachers living in leaking houses were 59% while those whose houses were not leaking were 41%.

The above findings were collaborated by information obtained from interviews as well as observations. For instance, it was noted that most teachers in government primary schools in Arua District were living in houses with appalling conditions. Many of the teachers were found to be dwelling in poorly structured small grass thatched huts with cracked walls and floors were rarely repaired and as such they leaked badly during rainy periods.

In some places, the grass thatched roofs were frequently damaged by termites and rats as can be seen in the pictures Fig.1a and 1b on page 40.

Figure: 1a

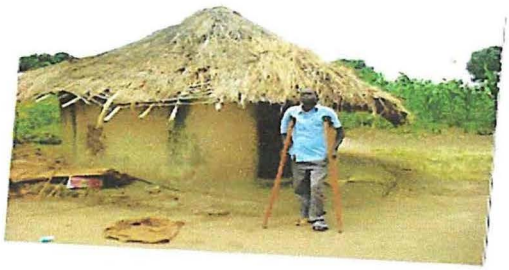


Figure: 1b

Poorly structured grass thatched huts for teachers

The few teachers living in houses roofed with corrugated iron sheets were even experiencing challenges related to leakages due to the old age of the houses.

An old house with a leaking roof being occupied by a primary school head teacher, on school campus.

Fig 2

From observation, it was noted that a house such as in figure 2, was an old house built 50 years ago but is still being inhabited by a head teacher in one of the primary schools. The house was too old, dilapidated with cracked walls, falling windows and door shutters. These are dangerous conditions to a human life.

A few of the houses had burnt brick walls while many were built using sun baked bricks as seen in fig 3a and 3b on age 41.

Figure 3a

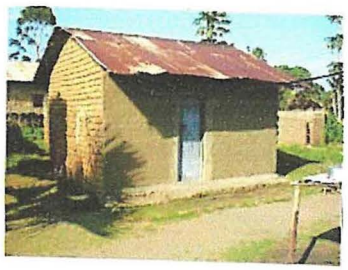


Figure 3b

Semi permanent, burnt brick walled houses for teachers.

Some of the houses observed in figure 3a and b were semi permanent, small with burnt brick walls while others were temporary structures with the sun baked brick walls.

Figure 4a

Figure 4b

Mud and wattle walled houses for teachers.

In figure 4a and b, the huts were made of mud and wattle to accommodate teachers. Such housing conditions were really bad as they looked insecure and risky for human life.

Permanent Semi detached house for teachers on school Campus

Figure 5

The house in figure 5 is a permanent semi detached house recommended as desirable to accommodate two teachers with few family members.

Table 4.4.2: Poor housing conditions revealed by respondent teachers as major challenges affecting their welfare and performance in government aided primary schools in Arua District

Housing conditions (challenges)	Frequency (335)	100(%)
Leakages	198	59
Poor ventilation	265	79.2
Lack of or poor bathrooms	243	72.5
Dilapidated houses with falling door/window shutters	86	25.6
Inadequate/poor latrine toilet facilities	289	86.3
Poor lighting system	307	91.6
High electricity bills	28	8.4
Load shedding	26	7.8
Inadequate/insufficient water provision	206	61.4
Dirty latrines	272	81.3
Inadequate /small congested rooms	313	93.4
Insecurity by thieves within neighbourhood	88	26.3
Uncemented floor	295	88.1
Inadequate furniture	219	65.5
High rental bills	102	30.3

The findings in Table 4.4.2 indicate that 59% of the respondents had their houses leaking while 79.2% were living in houses which were poorly ventilated. 72.5% respondents indicated that they lacked bathrooms, 25.6% of the respondents revealed that they were residing in dilapidated houses with falling door and window shutters. Those who had inadequate or poor latrine/toilet facilities were 86.3%.

Respondents who had poor lighting system were 91.6% whereas those who reported high electricity bills were 8.4%. Those who were experiencing loadshedding were 7.8%. Respondents who had inadequate /insufficient water provision were 61.4% while those who had dirty, blocked or nearly filled up pit latrines or toilets were 81.3%.

Those who were living in inadequate, small, congested rooms were 93.4%. Respondents who were experiencing insecurity caused by thieves within the neighbourhood were 26.3%. Respondents who lived in houses with uncemented floors were 88.1%. Respondents, who revealed that they had inadequate furniture for sitting to read, prepare lessons and mark pupils' books were 65.5%. Respondents who experienced high rental bills were 30.3%.

The above findings were confirmed true through interviews. For instance, more than half the number of respondents reported that leaking houses whereas the majority lived in poorly ventilated houses. Many more respondents indicated that they lacked bathrooms. A few of the respondents revealed that they lived in dilapidated houses with falling door and window shutters. Majority of respondents accepted that they had poor latrine/toilet facilities and poor lighting system in the houses they lived in. Very few respondents had electricity in their houses but with high electricity bills and load shedding. Many respondents reported that water provision to their houses was inadequate, hence dirty latrines/toilets. Some respondents said they had blocked or nearly filled up pit latrines or toilets .Other respondents testified that they lived in congested rooms while others reported that they experienced insecurity caused by thieves within the neighbourhood. Some respondents revealed that they lived in poorly furnished houses with uncemented floors. Other respondents who lived in rented houses reported high rental bills.

By observation, it was noted that, many houses for the teachers were leaking and poorly ventilated. Some teachers lacked bathrooms, latrine facilities and others lived in dilapidated houses. Majority of teachers had poor lighting system in their houses

while others had dirty, blocked or nearly filled up toilets. Some of the houses, as observed, were inadequate, small congested rooms for teachers and their family members to live in.

Decent houses should be constructed for teachers with facilities like bathrooms, toilets, good ventilation, sufficient water supply and good lighting system.

4.6 Research Question Two: How do the conditions of the existing housing facilities affect teachers' welfare and job performance in government primary schools in Arua District?

The items in section C of teachers' questionnaire and the interview questions were intended to investigate the relationship between the housing conditions for teachers and the teachers' welfare and job performance in government primary schools in Arua District.

Table 4.4.3: Teachers' responses on how conditions of housing facilities affected their job performance in government schools in Arua District

Affected attributes of teachers' job performance	Yes		No		Total	
	Freq.	%	Freq.	%	Freq.	%
Preparing lessons at home	288	85.9	47	14.1	335	100
Marking pupils' work at home	238	70.9	97	29.1	335	100
Reading books at home	265	79	70	21	335	100
Comfortable/adequate rest	173	51.6	162	48.4	335	100
Comfort while preparing lessons at home	168	50.1	167	49.9	335	100
Comfort while marking pupils work at home	140	41.9	195	58.1	335	100
Comfort while reading at home	164	48.5	171	51.2	335	100
Adequate lighting	117	35	218	65	335	100
Adequate space for lesson preparation	126	37.5	209	62.5	335	100

The findings in the table 4.4.3 indicate that conditions of housing facilities for teachers affected the teachers' lesson preparation at home. This was revealed by 85.9% respondents. Those who reported that poor housing conditions affected marking of pupils books were 70.9%. Respondents who revealed that housing conditions affected the adequacy and comfort of one's rest and sleep were 51.6%. Respondents who said that comfort in lesson preparation was affected by housing conditions were 50.1% while those who revealed that marking of pupils' books at home could be affected by housing conditions were 41.9%. Respondents who said that comfort while reading at home was influenced by housing conditions were 48.8%. Those who revealed that adequate light affected their performance were 35%

while those who revealed that adequate space in their houses affected their performance positively were at 37.5%.

The interview results revealed that poor housing conditions for teachers affected lesson preparation as well as marking pupils' books at home. Other respondents said that inadequate light and space in the houses affected their performance too.

The findings in table 4.4.4 indicate conditions of housing facilities and how they influence teachers' job performance in government aided primary schools in Arua.

Table 4.4.4: How conditions of teachers' housing facilities affect their job performance

Condition	Impact on job performance	Freq.	%
Leakages of roofs during rain	Wetting instructional materials of teachers	182	54.4
	Soaking pupils books collected for marking at home	169	50.3
	Disrupts night sleeps	159	47.5
	Causes worries	138	41.2
Poor /low lighting from sources of energy (candles, lamps)	Eye strains/ defect	219	65.5
	Respiratory problems due to black soot	223	66.6
Load shedding due to unreliable power source	Causes delayed marking of pupils work	27	8.1
	Disorganizes lesson preparation and reading	26	7.8
Uncemented floors	Too much dust in rooms hence causing flue	295	88.1
	Making clothes and books dirty	275	82.2
	Destruction of grass thatched roofs by termites and rats	141	42.0
Poor/dirty latrines and bathrooms	Health hazards Sickness	272	81.3
	Health risks and worries	208	62.2
High rent bills	Financial worries	102	30.2
	Unnecessary shifting	88	26.3
Renting houses far from school campus	Transport problems / lack of transport	153	45.6
	Delays, late arrival and physical fatigue	158	47.2
Insecurity	Loss of life, Fear/worries, mental fatigue	88	26.3
Poor ventilation	Causing respiratory illness, mental fatigue	266	79.4
Inadequate furniture	Back and chest pains, discomfort	284	84.7

In particular, leaking houses were reported by 54.4% of the respondents who revealed that its effects were, among others, wetting of instructional materials. Soaking of pupils' books taken home for marking was reported by 50.3% respondents. Disrupting night sleep was reported by 47.5% while worries due to leakage of rooms were reported by 41.2% respondents. Poor or low lighting from lantern lamps and candles was reported as a cause of eye strains and defects by 65.5% respondents. Respiratory problems due to soot from burning candles was reported by 66.6% respondents. Load shedding which caused delays in marking pupils' books was reported by 8.1% respondents while 7.8% reported delays in lesson preparation due to load shedding.

Uncemented floors were reported by 88.1% to have caused flue and cough due to dusty rooms. Making pupils' books and teachers' clothes dirty was reported by 82.2% respondents. 42% of respondents' revealed destruction caused by termites and rats to books, mats and other house hold items which were kept on uncemented floors.
Furthermore, poor and dirty latrines and bathrooms were reported by 81.3% respondents as a cause of health hazards and resentments. Those who reported to have developed worries because of poor health conditions were 62.2%.

The respondents who reported that high rental bills caused financial worries were 30.3% while 26.3% respondents never settled in one place due to high rental bills.

Renting houses far from school campus which caused transport worries, was reported by 45.6% respondents. Late arrival and physical fatigue due to long distance affected 47.2% of the respondents. Insecurity within school neighbourhood caused fear and worries to 26.3% respondents. Poor ventilation which caused poor breathing and mental fatigue was reported by 79.4% respondents while inadequate furniture was reported to cause sitting fatigue by 84.7% respondents.

On the whole, results from interviews revealed that each of the adverse housing conditions for teachers had detrimental effects on the teachers' welfare and job performance in government primary schools in Arua District.

If an enabling environment is provided for teachers at workplace, they will feel comfortable and motivated and therefore have increased job performance.

4.7 Research Question Three: What strategies are used to provide good housing facilities to improve teachers' job performance in government primary schools in Arua District?

The above research question was administered to head teachers and teachers of the selected primary schools. The question was intended to get information on possible strategies that should be used to provide good housing facilities to improve teachers' job performance.

The responses to the questions were as indicated in Table 4.4.5.

Table 4.4.5: Head teachers' responses on what strategies to use to provide good housing facilities to improve teachers' job performance in government primary schools in Arua District.

Methods used	Yes		No	
	Freq.	%	Freq.	%
Mobilizing parents to contribute local materials or provide labour towards the construction of teachers' houses	74	49	78	51
Lobbying for financial/material support from District Local Authority for teachers' housing construction.	29	19	123	81
Fundraising to construct teachers' houses	13	8.8	139	91.2
Approaching local councils(I, II and III) to mobilize community for labour for teachers houses construction	64	42	88	58
Paying housing rent for teachers	19	12.8	133	87.2
Providing teachers with houses on school campus	69	45.7	83	54.3
Involving teachers and pupils through self-help projects to build teachers' houses.	44	29	108	71
Lobbying Old Boys/Old Girls for support towards construction of teachers' houses	31	20.3	121	79.7
Utilizing readily available building materials such as poles, grass, reeds, mud, ropes, bricks, sand, stones to construct houses for teachers on school campus	79	52.1	73	47.9

The results in Table 4.4.5 indicate that 49% respondents suggested mobilizing parents through meetings to contribute local available materials like; sand, stones and poles or to provide labour towards construction of teachers' houses.

Respondents who had financial or materials support from local government authorities were 19%. Those respondents who supported fundraising as a method to construct teachers' houses were 8.8%.
The respondents who said that local councils should be approached for support to mobilize community for labour were 42%.

Headteacher respondents who accepted that they were paying house rent for teachers were 12.8%. Those who were providing teachers with on campus houses were 45.7%. Those who involved teachers and pupils in self-help projects like; brick laying or local material mobilisation towards teachers' houses construction, were 29%.

Respondents, who suggested links with Old Boys/Old Girls to solicit support towards construction of teachers' houses, were 20.3%. The respondents who suggested using readily available building materials for construction of teachers' houses were 52.1%.

The findings from interviews showed that most schools which endeavoured to construct teachers' houses used locally available building materials and little contribution came from some parents in form of providing local materials and labour. This was most commonly found in rural primary schools in the district.

Parents and guardians need to give support to their schools in constructing houses for teachers so that teachers themselves are accommodated within the school campuses.

4.8 Research Question Four: What challenges are faced by school authorities in providing better housing facilities to improve teachers' job performance in government primary schools in Arua District?

Table 4.4.6: Challenges faced by head teachers in providing desirable housing conditions for teachers

Challenges faced	Frequency	percentage
Lack of /inadequate support from parents	102	67
Lack of sensitization of parents on their roles and responsibilities to support government primary schools	108	71.3
Poor/inadequate water provision	91	59.6
Continuous increase of rent bills	19	12.8
Lack of funds to construct teachers' houses	150	98.9
Lack of collective responsibility by parents and other stakeholders of schools	149	97.9
Parents'/pupils' negative attitude towards manual/self-help projects.	110	72.3
Unrealistic demands of some teachers	118	77.7
Too big a number of teachers to be adequately catered for as far as teachers' housing is concerned.	122	80.9
Delays in implementation of government programmes such as constructional teachers houses in schools.	134	88.3
Poverty stricken parents who fail to support financially teachers' houses construction.	147	96.8

From Table 4.4.6, the findings indicate that 67% of the respondents agreed that there was lack of support from parents, whereas 71.3% respondents revealed that many parents were not sensitized on their responsibilities in improving teachers' housing conditions. Generally, parents believed that everything for schools was catered for in the UPE funds. 59.6% respondents revealed that there was poor or inadequate water

provision for teachers. Continuous increase in rental bills was reported as a challenge by 1.8% respondents. Lack of funds for construction of teachers' houses was the greatest challenge as reported by 98.9% respondents.

The respondents who revealed that lack of collective responsibility by parents and other stakeholders affected head teachers were 97.9%. Parents' and pupils' negative attitude towards self-help project was reported by 72.3% of respondents. Some of the demands of teachers were reported as unrealistic by 77.7% respondents. The respondents who said that the number of teachers was too big to cater for them adequately in proving teachers' houses was 80.9%. Government's inability to provide the required services like; construction of teachers' houses promptly was reported by 88.3%. Most of the parents especially in rural settings were reported by 96.8% respondents as supporting schools through provision of desirable housing facilities for teachers as they were hard hit by poverty.

Through interviews teachers gave their views on possible solutions to deal with the challenges faced by school authorities in proving desirable houses for teachers to live in.

Many teacher respondents suggested renovation and repair of the existing teachers' houses whereas other teachers advocated for construction of kitchens, latrines and bathrooms. Some teachers suggested improved lighting system from their houses. A few others suggested upward revision of teachers' hosing allowances. On the other hand, some teachers advocated for provisional of water and electricity to their houses. Others supported construction of new permanent houses with better facilities to accommodate teachers on school campus.

Table 4.4.7: Suggested solutions to challenges met by school administrators in providing desirable housing facilities for teachers in government primary schools in Arua District

Suggested solutions	Frequency	percentage
Sensitize parents more about limits of UPE and what is required of them	144	94.6
Mobilize the community through local councils to participate in school activities like teachers houses construction	123	80.9
Make appeals to NGOs, local councils and central government for financial support towards teachers' houses construction	141	92.6
Appeal to land lords/ladies to be considerate with their rental charges for teachers	23	14.9
Teachers who stay off campus should be considered for some transport allowance	94	61.7
School land should be acquired for construction of teachers' houses. This may be more convenient for urban schools	18	11.7

To supplement suggestions made by head teachers, some teachers also gave in their suggestions as possible solutions to the challenges faced in providing desirable housing facilities for teachers. These suggestions are shown in Table 4.4.8

Table 4.4.8: Teachers suggested solutions to challenges faced in providing better housing facilities for teachers in government aided primary schools in Arua District

Teachers' suggested solutions	Frequency	Percentage
Renovation/repair of teachers houses	285	85.2
Constructing of new kitchens, latrines and bathrooms	243	72.5
Improved lighting systems	265	79.1
Upward revision of housing allowance	74	22.2
Extension and provision of electricity	111	33.2
Installation of piped water supply	117	34.9
Drilling of more boreholes	134	39.9
Building more teachers' houses on school campus to accommodate teachers	256	76.5
Constructing modern houses with desirable facilities as required by law in urban areas.	127	37.9
Providing more furniture for teachers' houses	233	69.5

As we can see from Table 4.4.8 above, Teacher respondents who suggested renovation and repair of the existing teachers' houses were 85.2%, whereas 72.5% advocated for construction of kitchen latrines and bathrooms for teachers. Teacher respondents who suggested that lighting system should be improved were 79.1%. Those who suggested upward revision of teachers' housing allowance were 22.2%. Extension and regularization of electricity was proposed by 33.2% while 34.9% respondents advocated for installation of piped water supply. Drilling of more boreholes in rural government primary school setting was suggested by 39.9% respondents. Building more teachers' houses was supported by 76.5% respondents. Teacher respondents who suggested modern houses with desirable facilities were

37.9%. Respondents who suggested that more furniture should be provided were 69.5%.

Many respondents suggested that more houses be built with new kitchens, bathrooms and toilets for teachers on school campuses.

From this research interview, respondents gave suggestions to improve teachers' housing facilities for better performance in order of priority. The majority of respondents suggested renovation or repair of the existing teachers' houses and improve lighting system in them.

Some respondents suggested adequate provision of some furniture for houses. Some proportion of respondents suggested that more boreholes be drilled for adequate supply of water for teachers, whereas some suggested installation of piped water to teachers' houses.

Some few respondents suggested that electricity should be extended to teachers' houses whereas a small minority (22.2%) suggested upper ward revision of housing allowances for teachers.

Table 4.4.9: Suggested ranges of housing allowances for teachers

Suggested range per month (Ush)	Frequency	Percentage
Ushs 20,000 - 40,000	8	2.5
Ushs 50,000 - 70,000	151	45.0
Ushs 80,000 - 100,000	65	19.5
Ushs 110,000-130,000	44	13.1
Ushs 140,000-160,000	32	9.7
Ushs 170,000 - 190,000	20	5.9
Ushs 200,000 - 220,000	14	4.3
Total	335	100.0

As can be seen in Table, 2.5% respondents suggested a housing allowance within a range of Ushs. 20,000 - 40,000 while 45% respondents suggested that it should be between Ushs 50,000 - 70,000.

Those who suggested that the allowance should be within the range of Ushs 80,000 - 100,000 were at 19.5%. Respondents who wanted it between Ushs 110,000 and 130,000 were 13.1% whereas those who proposed Ushs 140,000 - 160,000, were 9.7%. Respondents who suggested the housing allowance within the range of Ushs 170,000 - 190,000 were 5.9% while those who suggested it to be between Ushs 200,000 and 220,000 were 4.3%.

Its is worth noting that the majority of the respondents suggested that their housing allowance should be within the range of Ushs 50,000/= - 70,000/= per month but they wanted it to be proportionately, 30% of their basic monthly salary. (table 4.4.9).

Table 4.4.10: Preferred conditions of housing facilities for teachers

Preferred housing conditions	Frequency	Percentage
A self-contained house of 3 bedrooms and a sitting room	90	27
Two bed rooms, sitting room, dining room, and latrines, bathrooms outside	151	45
Well ventilated bedrooms, sitting and reading room	40	12
House with electricity, water and laundry facilities	47	14
Single but spacious bed room for a single person	7	2
Total	335	100

The findings Table 4.4.10 indicate that 27% respondents wanted a self-contained house with 3 bedrooms and a sitting room, while 45% wanted houses with two bed rooms, sitting/dinning room and latrines, bathrooms to be constructed outside, separate from the main house. 12% respondents preferred houses with well ventilated bedroom, sitting and reading rooms. Those who preferred houses with electricity piped or tape water with laundry facilities were 14%. Those who preferred single but spacious bedrooms for single persons were 2%.

It was noted through interviews that the types of houses preferred by teachers depended on the individual teachers' needs. However, on average most teachers preferred houses that were big enough with spacious sitting rooms.

A comparison between the types and sizes of houses teachers desired and the existing housing conditions, revealed many implications which are discussed in chapter five of the dissertation.

The researcher in his interview with teachers, noted that teachers wanted permanent houses which are well lit, ventilated and provided with sufficient water supply and good sanitary conditions.

The above findings indicate that the type of houses preferred by teachers depended on their individual needs. However, on average most teachers would prefer self-contained houses with 3 bedrooms and a sitting room if conditions were favourable.

The types of houses that teachers demand are permanent houses with well lit ventilated spacious rooms, sufficient water supply and good sanitary facilities.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents discussion of the findings of the study from which conclusions are drawn and recommendations given. The chapter is divided into three sections. The first section deals with the discussion of the findings, the second section is on the conclusions, and the last section is on recommendations given by the researcher.

5.1 Discussion of the Results

In this section, attempts have been made to diagnose the implications of the findings, carefully showing their relationship and consistency with the existing literature. This section is handled according to the four research questions and it follows the way the findings in chapter four were presented.

Research Question One: What are the conditions of housing facilities for teachers in government primary schools in Arua District?

The conditions of housing facilities for teachers in government primary in Arua district were revealed in the findings as presented in tables 4.4.1 and 4.4.2 in chapter four. The research showed extensive inadequacy and poor conditions of the existing housing facilities for teachers in Arua District. In most schools, the conditions of housing facilities for teachers were indicated as poor, appalling and unfavourable for effective and efficient work by teachers. The discussion focuses on specific aspects of housing to show the true nature of appalling conditions in existing houses.

a) Structural conditions

On average, results indicated that the majority (64.7%) of respondents reported that most housing structures for teachers in government primary schools were in poor conditions. The state of walls, floors, windows, doors, roofs, and verandas, were in appalling condition. The walls of many old houses being occupied, were so

cracked and weak that it was feared they could collapse any time. The floors were not cemented and therefore, dusty. The windows and door shutters were in the state of collapse and the roofs, were leaking during rains. Most of the houses had grass thatched roofs frequently damaged by rats and termites. The houses were either too small or squeezed, leading to congestion of family members occupying them. It was not surprising therefore that, the majority (64.7%) of the respondents, expressed their dissatisfaction about such structural conditions which reflect badly on teachers' housing conditions. Therefore, teachers as human beings, find it difficult to live comfortably and work effectively in this kind of situation in Arua District primary schools in particular and Uganda, today, in general. These bad housing conditions were not only reported by the respondents in the questionnaires and interviews, but they were closely observed by the researcher who took pictures of some of the houses as shown on pg 40, and 41. These pictures are a clear testimony that teachers' houses in government primary schools in Arua District are really bad. There is no doubt that such indicators of dilapidated dwellings are very risky and life threatening to stay in. It is important to note that such housing conditions had long been pointed out by the Education Policy Review Commission in 1989. The commission had, in fact, suggested immediate repair and/or demolition of those houses that were deemed to be a danger to teachers' lives and build new permanent houses to accommodate more teachers at school campuses.

The government, through its famous Government White Paper on Education in 1992, adopted this recommendation but its implementation has been very slow, as indicated in inadequate housing infrastructure due to declining budgetary resources allocated to education sector. The percentage of total public expenditure from primary education has been varying since the year 2000 from 69.7% to 61.2% in 2006. (Ministry of Education and Sports Draft Revised ESSP 2007-2015).

President Yoweri Museveni, himself (1986-1995), in his reminiscences on Ugandan's Education Sector, expressed concern about the difficult conditions teachers lived

in and appealed to teachers to remain role models to the young generation and the society in general. He promised that upward revision of teachers' living conditions was underway, but the promise has been unfulfilled up to-date. As a result, teachers are not motivated. This demotivation constrains on the teacher hence adverse effects on the functioning of his/her brain causing headache which leads to a decline in job performance of the teacher at work place.

b) Ventilation

As indicated in table 4.4.2, 79.2% respondents revealed that many teachers lived in poorly ventilated houses. As we noted in the literature review, in chapter two, similar views were expressed and reported by Miller (1988), on housing conditions in London, meaning that, this was a universal problem. Lack of adequate ventilation in houses is lamentable because ventilation is very vital for good human health. It is concerned with the maintenance of proper temperature, diversity, humidity, circulation and purity of air in order to secure the hygienic conditions. Ventilation is good when all atmospheric conditions mentioned above are regularly maintained in the house, meaning that adequate amount of oxygen, temperature and humidity should be allowed to circulate in the house freely. Teachers who live in poorly ventilated houses do not enjoy good health conditions, especially at night when they are vulnerable to all sorts of health hazards such as breathing difficulties. Such hazards may lead to mental fatigue, suffocation and even death. The researcher's personal observation and the pictures of houses the teachers live in, shown on page 41, and 42 is a living testimony to this point.

Dwellers of residents with poor ventilation are highly vulnerable to a health related hazards, as houses that have poor ventilation can cause a staffed environment in the houses because odours given off from the human body are not circulated and diluted resulting into irritation and adverse effects on general health trend.

c) Lighting conditions

The research findings revealed that as high as 91.6% of respondents expressed that a sizeable number of teachers in government primary schools in Arua District lived in houses with low and inadequate lighting conditions, especially at night. Also the information from interviews gave credence to this situation. Such revelation concurred with Stein (1980), findings in his study in Senegal, on lighting conditions in houses for the general case of employees in most organizations. In fact, Stein tells us that lighting is not given top priority by most administrators.

A good number of teachers in the study reported through questionnaires and interviews that they used paraffin lantern lamps or wax candles in their houses. The few teachers who used electricity in government primary schools houses were the privileged ones in Arua Municipal schools, although they were constantly experiencing load shedding. The electricity power supply in the area was quite intermittent and unreliable.

On the other hand, the conditions of using lantern lamps or candles are undesirable to anyone's good health; for they may cause eye strains and sometimes permanent sight impairment. Thus, whether one depends on natural or artificial light or both, adequate standards of lighting in houses should be maintained. Teachers need adequate and desirable light for reading, marking pupils' books and preparing lesson plans in their houses at night. When there is inadequate or poor lighting system in houses, teachers can not do these functions effectively.

d) Sanitation

Sanitation embraces cleaning the house in and around as well as the compound and the surroundings. It also calls for special attention to personal hygiene facilitated by provision of constant water, sanitary facilities and constant supervision.

The study results indicated that 73% respondents reported that despite a stringent sanitation programme designed by government to be followed in all primary, post primary and tertiary institutions, sanitation and hygienic standards of toilets/latrines and bathrooms were poor in most government primary schools in Arua District. The result of this study was similar to those expressed by Stahl (1987), Elderton (1968) and Tomlinson (1989). According to these authors, most school authorities in Sub-Sahara African countries were not very much bothered about hygiene concerns of their staff. Most teachers in Africa, whether in rented houses, school campuses or isolated dwellings, reported that their sanitary facilities were not maintained; they were unhygienic and some were on the verge of getting used up.

However, general cleanliness and personal hygiene requires good sanitation conditions. Toilets/ latrines must be cleaned all the time, bathrooms mopped and all general sanitary facilities washed thoroughly. However, as the results of the research show, these facilities were reported by 72.5% respondents to be in limited supply to most teachers in government primary schools in Arua District. The teachers who work in such bad conditions cannot concentrate on their work. They feel emotionally upset most of the time; and more often than not, they are likely to fall sick. Hence, the effect of bad sanitation and ill-health on teachers' welfare and job performance cannot be overemphasized.

e) **Furniture in teachers' houses**

From the findings in table 4.4.2, we note that 65.6% respondents revealed that there was lack of or inadequate furniture for reading, writing, marking pupils' books and making lesson plans in teachers' houses. This concurred with the views of the Education Policy Review Commission's Report (EPRCR) in 1989. The Commission observed that teachers in Uganda were using stools, logs, broken chairs, mats and carpets which were very uncomfortable. This was bound to make

teachers vulnerable to fatigue due to wrong sitting posture. Obviously, the teachers cannot perform their duties effectively under such circumstances.

f) Neighbourhood of the school

Respondents in the proportion of 26.3% reported, through questionnaires and interviews, that they lived within unconducive neighbourhood, characterized by noise, insecurity and bad social behaviours. All these elements combined to create unfavourable conditions for any teacher to live positive life and perform well at work place.

Research Question Two: How do the conditions of housing facilities for teachers affect their job performance in government aided primary schools in Arua District?

Systematic discussion of the results arising from this research question is organised as follows. To start with the results of this study show clearly that, teachers' performance is bound to be affected by poor conditions of their housing facilities. As a matter of fact, 70.2% of the respondents attested to this fact as we shall see below:

a) Classroom teaching

On average, 46.4% respondents indicated that several teachers were staying in leaking houses, and 91.6% reported that teachers had no electricity in their houses. These conditions exposed teachers to worries whenever it rained and darkness fell. In case of strong storms of wind, cracked and weak walls, rotten window and door shutters, and damaged roofs were bound to collapse or fall apart. These worries could cause mental disturbance, thus disrupting the teachers' resting time. Such poor conditions would undermine teachers' morale to work hard and accomplish the set targets.

Low and inadequate light in the houses causes eyestrain. Constant exposure to such conditions, especially at night, leads to severe mental worries, and consequently affects a teacher's classroom teaching. In such circumstances, a teacher is bound to feel mentally tired and lose concentration on the subject matter. This eventually affects performance. Indeed performance in classroom teaching is much affected by the teacher's state of mind and whether he/she has had adequate rest. If rest or sleep time is constantly disrupted, the teacher is likely to experience mental strain and fatigue, leading to poor performance either in classroom teaching or in other related activities to be carried out side the classroom. Therefore, poor housing conditions adversely affect teachers' job performance. This is in line with the observation made by Wiseman (1964, 1966), that poor welfare conditions, including housing facilities affect a teacher' s devotion to teach in the classroom.

From the results of data analysis above, it was noted that there was a relationship between housing conditions for teachers and the teachers' welfare and job performance in government primary schools in Arua District. The housing conditions were noted to have influence on the teachers' welfare and job performance. The effects were indicated in activities normally performed by teachers like, lesson preparation, marking pupils' books and correcting their work and reading books to get notes for preparing lesson plans. Therefore, good housing facilities influenced teachers' performance positively while bad condition of housing facilities had negative effect on teachers' job performance.

b) Teachers' Home Work

The majority of respondents overwhelmingly agreed that preparing lessons, marking pupils' books and reading books were not easy to do under poor housing conditions. However, as we have noted, the results of the study showed that such desirable comfort and conducive conditions were none existent in most cases where teachers had no reading tables and chairs, where they experienced low or inadequate light in the houses and where the neighbourhood was noisy and

insecure. All these conditions were disruptive to a teacher's concentration, creativity and indeed adversely affected their morale for effective job performance. Wiseman (1968) shares the same view when he says that a teacher's homework cannot be carried out effectively when the housing facilities are not comfortable. Take, for example, the time of marking pupils' books. Not only would a teacher be overwhelmed with worries of the leaking roofs that would wet the books, but also the dust that could make the books dirty. All these things have demoralizing impact on the teacher and, therefore, are detrimental to effective job performance. Moreover, marking books at night under deem light strains eyes.

If burning candles or lantern lamps are used as the source of light, it exposes a teacher to respiratory problems arising from inhaling too much soot. Constant load shedding of electricity, where electricity exists, delays teachers in doing their work at night. Teachers who want to avoid delays in doing their work resort to overworking during day. All these negative elements cause both physical and mental fatigue.

Health hazards which come as a result of poor sanitary conditions affect a teacher's job performance in a way that a teacher who is in poor health cannot perform duties well. This condition can be aggravated by poor ventilation as we have seen earlier. All these things jeopardize a teacher's ability and capacity to do quality work as expected.

Research Question Three: What strategies are used to provide better housing facilities to improve teachers' job performance in government primary schools in Arua District?

It has been confirmed that housing conditions influence teachers' job performance, either positively or negatively. It is imperative therefore, to find ways and means of ameliorating these bad conditions in order to improve teachers' job performance.

According to the findings of this study through questionnaires and interviews, the head teacher respondents suggested possible ways that would be used to provide desirable housing facilities for teachers. These suggestions are discussed as follows:

a) **Paying housing rent for teachers**

First of all, it was found out that in most schools, teachers' housing was not budgeted for in school budgets. Over 90% head teacher respondents pointed out that it was not possible to include teachers' housing costs in school budgets because of financial limitations.

All headteacher respondents said that housing rents were not part of their schools' costs because housing allowances for teachers were said to be consolidated in the salary. Therefore, each teacher was supposed to be aware that meeting housing costs was their personal responsibility. This explains why some teachers find accommodation lodges and houses very far from their schools. Moreover, the amount of salary teachers earn monthly tends to dictate the kind of a house to secure for occupation. The teachers are therefore, forced to look for cheaper houses that they can afford. We should remember that teachers in this country in general and Arua in particular, are poorly paid.

b) **Building more teachers' houses on school campuses and renovating the existing houses for teachers**

Respondents who supported the suggestion of building more houses for teachers and renovating the existing ones on school campuses were 76.5%. This would enable all teachers to enjoy the same housing conditions within easy reach of the school campuses. Other respondents supported the view of soliciting for funds from donors, NGOs, local governments and the community at large to overcome the constraints of constructing enough teachers' houses.

As we have already noted, most of the houses are of poor quality. This concurs with the view of the Education Policy Review Commission (1989), that, most of the teachers' housing conditions were really bad, to say the least. The houses were dilapidated and risky for teachers to live in. The Commission therefore, recommended immediate repair of the existing houses and demolition of those that were beyond repair. The Commission, further, recommended construction of permanent houses by school authorities to accommodate more teachers in government primary schools in Uganda.

In considering the type of houses to be built some teacher respondents preferred a two roomed, well ventilated house with a kitchen, toilet/latrine and bathroom outside the main house, few proposed a self-contained house with three bed rooms and a sitting room with good ventilation and minimum standard of sanitary facilities. The question to ask is whether such high housing standard is feasible at the moment. But very much would depend on government priorities in its development programmes in terms of short term, medium term and long term context.

c) **Improving social services**

The most crucial social services proposed by respondents in this study to be provided to teachers' houses within the school campus included water and electricity. The respondents said that poor or inadequate provision of water to teachers' houses was bound to lead to serious health hazards since water was necessary for life.

Electricity supply was equally desirable and necessary for lighting teachers' houses during night for reading, marking pupils' books and preparing lessons.

Research Question Four :What are likely challenges to be faced by school administrators in providing desirable housing facilities to improve teachers welfare and job performance in government aided primary schools in Arua District?

A number of challenges faced were identified and presented in chapter four and discussed as below;

a. **Inadequate support from parents**

The research study has found out that, parents were not able to provide desirable housing facilities for teachers. The reason was that most parents were too poor to contribute meaningfully towards construction of teachers' houses in the circumstances. In consequence, it seems that little can be done by parents to alleviate the poor teachers' housing conditions unless their economic power improves markedly. Even if parents were able to support schools financially, the government policy on education does not allow them to fund capital projects like constructing teachers' houses. This is particularly so in Universal Primary Education (UPE) schools. The government should review its policy on funding UPE schools, as far as the role of the parent is concerned.

b. **Lack of sensitization for parents on their roles and responsibilities to support schools**

The study has shown that, most parents have not been sensitized enough on their roles and responsibilities to support their schools. As a result, many of the parents, even those who are financially able think that it is the government to support government primary schools, including building teachers' houses. This challenge can perhaps be minimised by mobilising and sensitising parents that the development and maintenance of schools, including housing, very much depends on their support.

c. **Poor or inadequate provision of water**

The research study has shown that poor or inadequate water provision to teachers' houses is a challenge. It should be addressed immediately as shortage of water exposes occupants of a house to serious health hazards.

d. **Continuous increase in rental bills**

The research study has shown that the continuous increase in rental bills was frustrating the efforts of the school authorities in trying to provide desirable housing facilities for their teachers. It should be remembered that the teachers' meagre salaries cannot afford to pay the ever increasing house rents.

e. **Lack of enough funds for schools**

As it has been revealed by head teacher respondents, in this study, that schools lacked adequate funds. Therefore, it is difficult to undertake capital projects like building teachers' houses. Therefore, it means that, government should come in fully to construct permanent houses for teachers as recommended by the Education Policy Review Commission in (1989). Apparently, the Government White Paper on Education of 1992 endorsed this proposal that the government should provide houses for primary school teachers in government primary schools.

Negative attitude of teachers and pupils towards self help projects to construct teachers' houses

The findings of the study have revealed that teachers and pupils were hesitant towards participating in self help projects like brick laying and mobilising local material like sand and stones to construct teachers' houses. Some teachers and pupils believed that doing manual work at school to construct teachers' houses was not their responsibility but rather government responsibility. Even parents would not want their children to be involved in such manual backbreaking work in schools.

g. **Too many teachers to cater for adequately in providing housing facilities**

The study showed that the number of teachers was too big to cater for adequately in as far as housing was concerned. This means that the local authorities and parents would not be able to build enough teachers' houses even if they had some financial resources and were willing to invest them in housing projects for teachers. Therefore, the government should intervene and provide adequate financial resource to construct houses for teachers.

h. **Inability on government side to undertake capital projects like constructing teachers' houses**

The findings revealed that government was unable to implement teachers' housing construction programme promptly. Although the government has the obligation to construct permanent teachers' houses, the process is too slow to cover the whole country. A reference has already been made about President Yoweri Museveni's reminiscences (1980-1998) about Uganda's education sector. He appealed to teachers to remain role models of the young generation and the society as a whole, despite the difficult conditions the teachers themselves were living in. He promised that the upward revision of teachers' living conditions were underway. It is important therefore, that government should fulfil its obligations of alleviating teachers' poor housing conditions.

5.2 Conclusions

As we conclude the teachers' working environment, notably the conditions of the housing facilities in government primary schools in Arua District, it is important to re-emphasize the following points;

In general, the conditions of most housing facilities for teachers were found to be extremely poor and sub standard. The state of the walls, floors, windows, doors, roofs and verandas were appalling. Some of the existing old houses, being occupied by teachers', had cracked and weak walls which could collapse anytime. Most of the

houses had uncemented dusty floors with grass thatched roofs frequently damaged by rats or termites. The roofs were leaking badly during rains. Many of the houses were either too small or squeezed with poor or inadequate ventilation for occupants. Light conditions in the houses were extremely poor for use at night. Most teachers depended on lantern lamps or candles. Sanitation and hygiene standards of toilets/latrines and surrounding of houses were not satisfactory; they were not only dirty but also inadequate. Most teachers had difficulty in accessing regular adequate provision of clean water supply in their houses, for the sources of water were far from their houses. Teachers lacked adequate furniture in their houses and therefore, marking pupils' work was very difficult. The school neighbourhood for teachers was unconducive atmosphere, excessive noise, insecurity, characterized by antisocial behaviours of the people neighbouring the schools.

As it has been noted in this research study, teachers' welfare and job performance were bound to be affected positively if the conditions of the teachers' housing facilities were conducive and favourable. But the teachers' welfare and job performance would be negatively affected if the conditions of teachers' housing facilities were bad. There is no doubt that poor housing conditions expose teachers to worries and health hazards. Worries cause mental disturbance which is disruptive to a teacher's concentration, creativity and these in turn adversely affect a teacher's morale in doing his or her work.

The results of this study should add to the already existing body knowledge on the relationship between conditions of housing facilities and the teachers' job performances in government aided primary schools in Arua District in particular and Uganda in general.

5.3 Recommendations

Following the research findings and conclusions, the researcher wishes to make the following recommendations to mitigate, the bad teachers' housing conditions.

1. Parents, as key stakeholders, should be sensitized and mobilized to give the minimal support towards construction of teachers' houses.

2. The government should come in fully to construct permanent houses for teachers as recommended by the Education Policy Review Commission of 1989 and endorsed by the Government White Paper of 1992.

3. More boreholes should be drilled to provide water for teachers in rural schools. Piped water should be installed to teachers' houses in urban schools.

4. The government should extend its programme of providing electricity to institutions like schools in both urban and rural areas, particularly in teachers' houses on school campus.

5. As teachers have meagre salaries and cannot afford to pay the ever increasing housing rents, Landlords should charge reasonable rental bills on houses rented by teachers.

6. The Government should intervene and provide adequate financial support in fulfilling its obligations of alleviating teachers' poor living conditions.

7. Lobbying should be made by school authorities to NGOs, local authorities and central government for support to construct teachers' houses.

8. The community should be mobilized to participate in gathering locally available materials like sand, stones and poles and provide labour to construct teachers' houses.

9. Adequate furniture should be provided in teachers' houses by the relevant authorities.

10. The Ministry of Education and Sports and Arua District Local Government Officials should use the results of the findings of this study for planning purposes and finding solutions to challenges regarding poor teachers' housing conditions.

11. The results of study findings should inspire other scholars and researchers in various institutions of higher learning and work places to investigate more on the relationship between the conditions of housing facilities for teachers' and teachers' job performance in other districts in the country.

12. Education planners and policy makers at both Ministry of Education and Sports and District Local Government levels for purposes of development and advancement of education should think more seriously about teachers and teaching if the dreams and ambitions to improve education standards in Uganda in general and Arua District in particular are to be realised.

REFERENCES

Adler, P.A (1994). *Observational Techniques.* In N.K Denzin and Y.S Lincoln Handbook of Qualitative Research, (2nd Edition) London: sage 377-92

Amidson. E. J and Flanders, N.A (1966). *The Role of the Teachers in the Classroom* Minneapotes, Paul Amidson and Associates.

Amidson.E.J Hunter, E.(1966). *Improving Teaching.* New York Holt, Reinehart and Waison Inc.

Amin, E.M (2005). *Social Science Research Conception.* Methodology and Analysis, Kampala: Makerere University.

Arenault, N and Anderson, G (1998). *Qualitative Research, Fundamentals of Educational Research.* (2nd Ed) London: Routledge, Falmet, 119-35.

Avage, C.G (1975). *Rural Housing.* Allen and Jiuwin, London.

Backman, C.W and Secord, P. (1968). *Teachers and Student.* A Social Psychological View of Education, New York: John Willy and Sons Inc.

Beck, E.C, et al (1968). *Education for Relevance. The Schools and Social Change,* Boston Hought: Mifflei Company.

Belson, W.A (1986). *Validity in Survey Research.* Alder shot. Gower

Bennett, S.W and Wilkinson (1984). *The Quality of Pupils Learning Experience.* London: Lawrence Erlbaum.

Best J.W (1970). *Research in Education.* Englewood Cliffs, N. J; Prentice Hall.

Bliss J.Monk, M and Ogborn J. (1983). *Qualitative Data Analysis for Educational Research.* London: Croom helm.

Bogdan R.G and Bidken S.k (1992). *Qualitative Research for Education.* (2nd edition). Boster, M.A: Allyn and Bacon.

Brenner, M.Brown .J and Canter. D (1985). *The Research Interview.* London; Academic press.

Brock Utne, B (1996). *Reliability and Validity in Qualitative research within Education in Africa.* International Review of Education 42(6), 605-21.

Carspecken, P.f and Apple. M. (1992). *Critical Qualitative Research Theory Methodology and Practice.* In M. Lecompte and J. Pressle (2nd Edition).The Hand Book of Qualitative Research in Education, London; Academic Press 507-53.

Coombe, C. (1992). *Better Schools. Improving Teacher Management in Africa.* Paper Presented at the Regional Conference of the Common Wealth Council for Educational Administration, Hong Kong: Common Wealth Secretariat.

Cullen K (1997). *Head teacher Appraisal.* A View from the Inside. Research Papers in Education, 12(2) 177-204.

Denzin, N.K and Lincoln Y.S (Eds) (1994). *Handbook of Qualitative Research* .Thousands Oaks, C.A sage.

Dinham.S and Scott, C. (2000). *Moving into the Third Outer Domain of the Teacher Satisfaction.* Journal of Education Administration 38(4).

Elderton, E.M., (1968). *Improving Housing Conditions.* New York, MacGraws.

Elderton, E.M (1968). *Rural Housing Hunt.* Rishden Nothants.

Elick U. (1998). *An Introduction to Qualitative Research.* London; Sage

Elick U. (2004). *Design and Process in Qualitative Research.* London: Sage

Farrell (1993). *Teachers' Housing Conditions in Public Primary Schools in United Kingdom, United Arab Emirates and Sub Saharan Africa.*

Glasgow, W.,(1979). *Domestic Services.* London Mc Draw -Hill stein L.(1980). Housing Conditions, Respiration and Sight, London ,Prentice Hall.

Golafshani N. (2003). *Understanding Reliability and Validity in Qualitative Research.* The Qualitative Report, 8(4), 597-607.http//www.nova.edu/ssss/QR/QR84/golafshani pdf. Retrieved 29 October 2005.

Gorard, S.(2001). *Qualitative Methods in Educational Research.* The Role of Numbers Made Easy. London: Coutinum.

Habuenan, J., Martin, F and Stinnelt, T.M (1980). *Teachers Education and the New Professions of Teaching.* Berkeley, Calif; Mecustehan

Hakim C.(1987). *Research Design, Contemporary Social Research.* London: Allen and Unwin.

Henerveed, W. (1993). *Research into Practice: Guidelines for Planning and Monitoring the Quality of Primary Education in sub-Saharan Africa (in draft).* The World Bank, Washington DC.

Hurn C.J (1978). *The Limits and Possibilities of Schooling.* Boston, M.A Allyn, C.A sage.

Miller, M (1987). *Importance of Ventilation on Human Health.* New York, John Will and Sons.

Mitchell. M, and Jolley, J.(1988). *Research Design Explained.* New York Holt, Rinechart and Winston.

Nyagura L.M., and Zindi. F. (1993). *A Review of Teacher Effectiveness Research in Africa.* India, Latin America, Middle East, Malaysia, Philippine and Thailand, Syntheses of Results Ottawa: IDRC.

Okumbe. J.A (1999). *Educational Management.* Theory and Practice, Nairobi: Nairobi University press.

Oneka O.M, (1984). *The Causes of Poor Performance in the Primary Leaving Education in Gulu Municipality.* (Dissertation (M.E.D. MUK)

Schoenauer Nobert. (2000). *Human Habitation.* London Leagrave Press.

Shaiffer, S, (1992). *Collaboration for Educational Change: The Role of Teacher, Parents and the Community in School improvements.* Paris HEP.

Silverman (1993). *Interpreting Qualitative Data.* London: sage.

Stephano M.W (1974). *Quality Indicators for Education.* A journal Published for the Regional Council for Education Vol.4, No. 1.

Tomlinson.C.G (1989). *Families in Trouble.* London: Leagrave Press.

Trip. D. H (1994). *Teachers' Lives; Critical Incidents and Professional Practice.* International Journal of Qualitative Studies in Education. 7(1), 65-72.

Tuner .R.H. (1974). *The Social Context of Ambition.* (2nd Ed).San Francisco Candles Publishing Company.

Uganda Bureau of Statistics (2006). *Uganda Statistical System and Services.* Kampala

Uganda Population and Hosing Census (2002). Analytical Report and housing Characteristics. Kampala.

Walford .G (2001). *Doing Qualitative Education Research.* Rocer London: continuum.

Wassenberg, P. (1979). *Shelter and Motivation.* Introduction to Organize Behaviour:

A behavioural Approach to Understanding Organisation. London in text Educational Publishers.

Woods .P. (1986). *Working for Teachers Development.* Dereham, UK: Peter Francis.

APPENDINCES

APPENDIX I: LETTER OF INTRODUCTION

KYAMBOGO UNIVERSITY
P. O. BOX 1, KYAMBOGO - KAMPALA, UGANDA
TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug
FACULTY OF EDUCATION
DEPARTMENT OF EDUCAITONAL PLANNING AND MANAGEMENT

Our Ref:

Your Ref:

Date: July 7, 2011

TO WHOM IT MAY CONCERN

This is to certify that **Mr. Drani Charles Reg No :2009/HD/11/MEPPM** is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

"Housing Facilities and their impact on Teacher's performance in Government aided primary schools in Arua 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

Kyambogo University
FACULTY OF EDUCATION
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT.

Okongo Wilberforce
HEAD OF DEPARTMENT

APPENDIX II: QUESTIONNAIRES FOR HEAD TEACHERS

You have been selected to participate in this study as you have knowledge on teachers' housing situations in your schools.

The purpose of this study is to investigate the relationship between housing facilities for teachers and their job performance in government aided primary schools in Arua district.

You are therefore, humbly requested to freely give your opinions on the conditions of the existing teachers' housing and suggest ways of availing better housing facilities to the teachers.

Please, be assured, the information obtained from you will be kept confidential and used only for academic purposes.

Kindly follow the instruction given below to complete the Questionnaires.

SECTION A:

General information on the background by the respondent

1. Title / status in the school.....
2. Sex/Gender.....
3. Marital status.....
4. School Name.....
5. Highest level of academic qualification.....

SECTION B:

Instruction: Please tick and/or fill as appropriate.

1. How many teachers do you have on your staff?

.....

How many of the teachers reside in school house on the school campus?

.....

How many teachers live in rented houses paid by the school out side the school campus?

.....

2. Do you have housing allowances for teachers who do not reside in the School houses?

Yes ☐ No ☐

If yes, mention the source of the money.

.....

If not, give reasons.

i).....

ii).....

iii).....

iv).....

3. Is it possible to mobilize parents of your school to contribute financial and material support as well as physical labour towards construction of teachers' houses in your school?

Yes ☐ No ☐ Not sure ☐

If not, give reasons

i) .....

ii).....

iii).....

vi).....

4. Do you think it would be of benefit to the school if your teachers resided in their own houses?

Yes ☐ No ☐

If not, give reasons

i) .....

ii) .....

iii) .....

SECTION C

1. Has your district or Sub County Local Authority ever contributed or donated funds or materials towards construction of teachers' houses in your school?

Always ☐ Often ☐ Rarely ☐ Never ☐

If never, give reasons

i).....

ii).....

iii).....

vi).....

2. Have you ever liaised with the local council within whose area your school is located to mobilize the community in the area to construct teachers' houses?

Yes ☐ No ☐

If not, give reasons

i).....

ii).....

iii).....

vi).....

3. Do you involve your teachers and pupils in the self help projects geared towards the construction of teachers' houses ?

Yes ☐ No ☐

If not, give any reasons

i).....

ii).....

iii).....

vi).....

4. Are the old boys and old girls of your school involved in any way in the construction of teachers' houses in the school?

Yes ☐ No ☐

If not, give reasons.

i).....

ii).....

iii).....

vi).....

5. Is it easy to obtain building materials like cement, iron sheets and nails to build teachers houses?

Yes ☐ No ☐

If not, give reasons.

i).....

ii).....

iii).....

6. Would you be able to use local materials like stones bricks, poles, reeds, grass and ropes to put up teachers' houses?

Yes ☐ No ☐

If not, give reasons.

i).....

ii).....

iii).....

vi).....

7. Have you tried other ways apart from those mentioned above in an effort to provide adequate housing for your teachers?

Yes ☐ No ☐

If yes, list the methods

i).....

ii)..... .....

iii).....

iv).....

If not, give reasons.

i).....

ii).....

iii).....

vi).....

SECTION D

1. Do you face other challenges in providing ideal housing for teachers?

Yes ☐ No ☐

If any list them

i).....

ii).....

iii).....

iv).....

2. Can you give any suggestions as solutions to the above challenges listed in number 1 above?

i).....

ii).....

iii).....

iv).....

Thank you, very much for your cooperation.

APPENDIX III: QUESTIONNIARES FOR TEACHERS

You have been selected to participate in this study as a person directly affected by housing situations in schools.

The purpose of this study is to investigate the relationships between housing facilities for teachers and teachers 'job performance in government aided primary schools in Arua district.

You are therefore, humbly requested to freely give your views on the housing situations in your school and challenges faced by teachers as far as the conditions of the existing housing facilities are concerned. Suggest ways of availing better housing facilities for teachers.

Please, be assured of the confidentiality of the information obtained from you for the purpose of this study.

Read and follow the instructions given and kindly complete the questionnaire below:

SECTION A: General information on the background of the respondent

1.Title/status in the school.....

2.Sex/Gender.....

3. Marital status.....

4. School name.....

5. Highest level of academic qualification.....

SECTION B: Instruction:

Please tick and/or fill in the space provided.

1. Do you reside in a school house at school?

Yes ☐ No ☐

2. Does the house you reside in have grass thatched roof or corrugated iron sheet roof?

Grass thatched roof ☐ Corrugated iron sheet roof ☐

6. What source of lighting system do you use in the house?

i) Electricity ☐ ii) Lantern lamp ☐

iii)Candle ☐ iv) Poor lamp ☐

v) Solar ☐

7. What type of housing facilities would you prefer?

i).....

ii).....

iii).....

iv).....

7. How much money would you want your school to pay you as a housing allowance if you were anon-resident in the teachers quarters?

.....

SECTION D:

1. Please list down the major challenges you are faced with in your school as far as housing conditions of teachers are concerned.

i).....

ii).....

iii).....

iv).....

2. Please suggest solutions to each challenge you have listed in No.1 above

i).....

ii).....

iii).....

iv).....

Thank you very much for your cooperation.

APPENDIX IV: INTERVIEW GUIDE FOR TEACHERS

You have been selected as a sample respondent in this study.
You are, therefore, kindly requested to give your views and responses to the interview questions asked by the researcher.

The purpose of this study is to establish the relationship between teachers' housing conditions and the teachers' job performance in government aided primary schools in Arua district.
Please be assured of confidentiality of the information that is obtained from you for the purpose of academic work.

SECTION A: General information on the background of the respondent.

1. Title/status in the school.....
2. Sex/Gender.....
3. Marital status.....
4. School name.....
5. Highest level of Academic qualification.....

SECTION B:

Instruction: please respond to the interview guide / Questions that follow.

1. Is the house you reside in built of local materials such as pole, grass, reeds, ropes, and mud?

Yes ☐ No ☐

If not, specify.

.....

2. Do you stay in a house made of wattle and corrugated iron sheets?

Yes ☐ No ☐

3. Do you stay in a house built of burnt bricks and roofed with corrugated iron sheets?

Yes ☐ No ☐

4. Is the floor of your residential house cemented or smeared with soil/cow dung? ☐

Yes ☐ No

5. Is the house well ventilated?

Yes ☐ No ☐

6. Do you have adequate furniture for reading and writing in your house?

Yes ☐ No ☐

7. Is your house well lighted?

Yes ☐ No ☐

If not, explain why this is so

8. What lighting system do you use in your house?

.....

9. Do you share latrines/toilets with neighbours?

Yes ☐ No ☐

10. Do you have adequate water provision to your house?

Yes ☐ No ☐

11. What is the main source of the water you use in the house?

.....

12. What challenges do you face regarding poor housing facilities?

.....

.....

13. What suggestions can you give as solutions to your challenges?

.....

.....

Thank you, very much for your cooperation.

APPENDIX V: VALIDITY ANALYSIS ON THE TEACHERS' QUESTIONNAIRE

To test weather the teachers' questionnaire was valid measure of the relationship between housing facilities and teachers' job performance, different sections of questionnaire were subjected to different independent experts to get their view about the appropriateness in the measure of the teachers' job performance. Their views on whether they were valid measures were tabulated as below:

Two scores were given to the responses by the raters with valid scoring two and invalid scoring one. The Content Validity Index was calculated to determine if the instrument was a valid measure.

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

Scores given by different Raters on different sections of items of teachers' questionnaire

Independent Raters (Experts)

Sections of the questionnaire	Rater One (R1)	Rater Two (R2)	Rater Three (R3)	Rater Four (R4)
A	Valid	Valid	Invalid	Valid
B	Invalid	Valid	Valid	Valid
C	Valid	Invalid	Valid	Valid
D	Valid	Valid	Valid	Valid

Content Validity Index (CVI)

$$= \frac{13}{16} = 0.8125.$$

According to the content validity index, there is a significant relation among all the raters of the different sections of the teachers' questionnaire (CVI = 0.8125). The questionnaire was therefore valid for the survey.

APPENDIX VI: RELIABILITY TESTING

a) Testing for reliability to teachers' questionnaire.

Using the Cronbach's method of internal consistency (Coefficient alpha (ά))

Given by the formula:

$$\alpha = \frac{k}{K-1}\left(1-\frac{\sum \sigma^2 K}{\sigma^2}\right)$$

Where $\sum \sigma^2 K$ is sum of the variances of k parts (items) of the test.

σ = standard deviation of the test.

Consider four tests or items for the survey as below

ITEM/TEST	RATING/SCORE ON ITEMS							X	X^2
T1	1	2	1	2	1	1	2	10	100
T2	1	2	1	2	1	1	2	10	100
T3	2	2	2	2	2	2	2	14	196
T4	1	2	1	1	1	1	1	8	64
	5	8	5	7	5	5	7	42	460
	1.25	2.0	1.25	1.75	1.25	1.25	1.75	10.5	115

$$\alpha = \frac{4}{4-1}\left(1-\frac{\sum X^2 - X^2}{K}\right) = \frac{460}{4} - (10.5)^2$$

$$= \frac{460}{4} - 10.5 \times 10.5 = 115 - 110.2$$

$$= 4.75$$

From $\alpha = \frac{k}{K-1} \left(1 - \frac{\sum \sigma^2 K}{\sigma^2}\right)$

The sum of the variance of the K = 4 parts is

$-\sum \sigma^2 \alpha = 3^2 + 2^2 + 4^2 + 3^2 = 9+4+16+9 = 38$

The standard deviation of the total is then $\sigma^2 = 121$ and

$\alpha = \frac{4}{4-1} \left(1 - \frac{38}{121}\right)$

$= \frac{4}{3} \left(1 - \frac{38}{121}\right)$

$= \frac{4}{3} (1-0.314)$

$= 1.33 (1- 0314)$

$= 1.33 - 0.417$

$= 0.913$

Reliability of the questionnaires for the headteachers

Consider four item tests as below'

ITEM/TEST	RATING/SCORE ON ITEMS					X	$\bar{X}^2$
A	1	2	2	3	2	10	100
B	1	2	2	3	2	10	100
C	2	2	2	3	1	10	100
D	1	1	1	2	1	6	36
X	5	7	7	11	6	36	336
X	1.25	1.75	1.75	2.75	1.5	9	84

$$\alpha = \frac{4}{4-1}\left(1-\frac{\sum X^2 - \bar{X}^2}{K}\right) = \frac{336}{4} - (9)^2$$

$$= \frac{336}{4}(9X\ 9) = 84 - 81 = 3$$

The sum of the variance of the K = 4 parts is

$$\sum \sigma^2 K = 2^2 + 3^2 + 2^2 + 3^2 = 4+9+4+9 = 26$$

The standard deviation of the total test $\sigma^2 = 9^2 = 81$.

Therefore, $\frac{4}{4-1}\left(1-\frac{26}{81}\right)$

$$= \frac{4}{3}\left(1-\frac{26}{81}\right)$$

$$= 1.33\ (1-0.320)$$

$$= 1.33 - 0.4256$$

$$= 0.904$$

APPENDIX VII: KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

Table 6.3 Table for determining sample size from a given population

N*	S†	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2 800	338
15	14	110	86	290	165	850	265	3 000	341
20	19	120	92	300	169	900	269	3 500	346
25	24	130	97	320	175	950	274	4 000	351
30	28	140	103	340	181	1000	278	4 500	354
35	32	150	108	360	186	1100	285	5 000	357
40	36	160	113	380	191	1200	291	6 000	361
45	40	170	118	400	196	1300	297	7 000	364
50	44	180	123	420	201	1400	302	8 000	367
55	48	190	127	440	205	1500	306	9 000	368
60	52	200	132	460	210	1600	310	10 000	370
65	56	210	136	480	214	1700	313	15 000	375
70	59	220	140	500	217	1800	317	20 000	377
75	63	230	144	550	226	1900	320	30 000	379
80	66	240	148	600	234	2000	322	40 000	380
85	70	250	152	650	242	2200	327	50 000	381
90	73	260	155	700	248	2400	331	75 000	382
95	76	270	159	750	254	2600	335	1 000 000	384

*N is the population size
†S is sample size

Source: R. V. Krejcie and D. W. Morgan (1970), 'Determining sample size for research activities', *Educational and Psychological Measurement*, *30*, pp. 607–10.