

**WELFARE FACTORS AND TEACHER PERFORMANCE IN GOVERNMENT  
AIDED PRIMARY SCHOOLS IN KAYONZA SUB-COUNTY, KAYUNGA  
DISTRICT**

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UNIVERSITY**

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**DECLARATION**

I, Hasahya Samwiri hereby declare that the research report entitled “Welfare Factors and Teacher Performance in Government Aided Primary Schools in Kayonza sub-county, Kayunga District" is a product of my original work. To the best of my knowledge, it has not been previously presented to any other university for any award or academic recognition.

Signature.....

Date.....

Hasahya Samwiri

**APPROVAL**

This is to certify that this research report entitled "Welfare Factors and Teacher Performance in Government-Aided Primary in Kayonza Sub- County, Kayunga District" has been developed under our guidance and supervision.

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Signature.....

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## **DEDICATION**

I Hasahya Samwiri, dedicate this work to my beloved wife Logose Winnie, my parents Mr. Hyabene Yowabu and Mrs. Nankya Ruth, for their love, unfailing support, and education they have enabled me to attain since my childhood. I also dedicate this work to my community members of Namulo- Kaiti and Hoima School of Nursing and Midwifery who gave me enough time to work on my research.

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## **LIST OF ABBREVIATIONS**

|       |                                 |
|-------|---------------------------------|
| TPE:  | Teacher performance             |
| WFS:  | Welfare Factors                 |
| MOES: | Ministry of Education and Sport |
| WC:   | Working Conditions              |
| AC:   | Accommodation                   |
| SWE:  | Safe Working Environment        |
| TP:   | Teaching Preparation            |
| ID:   | Instructional Delivery          |
| ASS:  | Assessment                      |
| CM:   | Classroom Management            |

## **ABSTRACT**

This study examined welfare factors and teacher performance in government-aided primary schools in Kayonza Sub-county, Kayunga District. Specifically, it assessed how working conditions, rewards, and fringe benefits influence teacher performance. A correlational and cross-sectional research design was used, and data were collected through a self-administered questionnaire from a sample of 220 teachers. Descriptive and regression analyses were conducted. Findings revealed that teacher performance is significantly shaped by working conditions, rewards, and fringe benefits. A safe work environment, non-financial rewards, and opportunities for professional development emerged as the strongest positive predictors of performance. Conversely, financial rewards, accommodation, healthcare, and retirement benefits showed limited or no direct influence. Surprisingly, the provision of meals had a negative association with performance, highlighting the need to design welfare interventions more thoughtfully. The study recommends improving working conditions by ensuring safe, supportive, and well-resourced school environments; strengthening non-financial incentives such as recognition and professional development; and tailoring fringe benefits to address teachers' immediate professional needs. Although healthcare and retirement benefits did not directly influence performance, they remain vital for long-term job satisfaction and should be managed transparently.

## CHAPTER ONE: INTRODUCTION

### 1.0 Introduction

This chapter presents the background of the study, problem statement, purpose of the study, specific objectives, and hypotheses, scope of the study and significance of the study.

### 1.1 Background of the Study

The background of the study would encompass four essential perspectives: historical, theoretical, conceptual, and contextual.

*1.1.1 Historical Perspective.* Globally, formal primary education initially emphasized basic literacy and numeracy skills transmitted through discipline and rote learning (Cohen, 1987). Progressive educational movements in the late 19th and early 20th centuries shifted focus to child-centered approaches, active learning, and individual student needs (Bibi, 2022; Freire, 1996). However, teacher welfare received limited attention, and poor working conditions were common (Hargreaves, 2000).

Regionally, in many African countries, colonial education systems largely neglected teacher welfare, leading to low morale and high turnover rates (Oketch, 2007). Post-independence reforms began addressing teacher welfare by improving salaries, housing, and professional development, although challenges of inadequate resources persisted, impacting teacher performance (UNESCO, 2006).

Specifically, in Uganda, primary education evolved from a strict, discipline-oriented system under colonial and missionary influence to expanded access following the Universal Primary Education (UPE) policy of 1997 (Ministry of Education and Sports, Uganda, 2010; Nabwire, 2005). Despite increased enrollment, teacher welfare issues such as overcrowding, salary delays, poor housing, and inadequate resources negatively affected teacher motivation and performance (Kaddumukasa, 2014; Kigenyi & Kakuru, 2016; Obany, 2019; Okurut et al., 2018). Research increasingly underscores a direct link between welfare factors and teacher effectiveness in government-aided primary schools, including contexts like Kayonza sub-county (Kigenyi & Kakuru, 2016).

This historical overview highlights how shifts in teaching methods and priorities have not always been accompanied by commensurate improvements in teacher welfare, underscoring the need for research into how welfare factors currently influence teacher performance in local educational settings.

*1.1.2 Theoretical Perspective.* This study was grounded in the Functional Theory of Labor Welfare, championed by William James (Joas,1993) and Emile Durkheim (Strangle man & Warren, 2008), offering a comprehensive framework to explore the influence of employee welfare factors and performance. The theory posits that meeting employees' basic needs and providing job-related benefits significantly enhances overall performance, aligned with the belief that a content and healthy employee is a more productive one.

Teachers being fundamental contributors, have essential needs crucial for optimal performance. These needs including suitable accommodation, provision of meals, and a safe work environment, were outlined by Kigenyi and Kakuru (2016) and Obany (2019). Suitable accommodation positively impacts their well-being and job performance, nutritious meals contribute to physical health and cognitive functioning, and a safe work environment reduces stress, enhancing concentration and productivity. Rewards and fringe benefits are significant for attracting, retaining, and motivating qualified teachers (Nyanja et al., 2013). Fair compensation acknowledges expertise and experience, addressing healthcare needs and providing retirement benefits for financial security (Bello & Jakada, 2017). Professional development benefits further enhance teachers' knowledge and skills, improving instructional delivery and student outcomes. Examining these factors in government-aided primary schools in Kayonza sub-county, Kayunga District, this study aims to empirically support the Functional Theory of Labor Welfare, emphasizing the critical role of addressing welfare factors for enhanced educational outcomes.

*1.1.3 Conceptual Perspective.* The dependent variable in this study is teacher performance, which refers to the effectiveness and proficiency with which educators execute their professional responsibilities. It reflects a teacher's ability to plan and implement lessons, engage students in meaningful learning experiences, evaluate

student progress, and maintain an organized and conducive learning environment (Darling-Hammond, 2019). In this study, teacher performance was operationalized as teaching preparation, instructional delivery, student assessment practices, and classroom management techniques as suggested by Darling-Hammond (2019).

This study examined welfare factors as the independent variable, focusing on elements that contribute to teachers' well-being and quality of life, as identified by Raj Kumar and Dhanapala (2022). Specifically, teacher welfare was analyzed in three key dimensions: working conditions, rewards, and fringe benefits. Working conditions were assessed based on sustainable accommodation, meal provisions, and a safe work environment, while rewards were examined in terms of financial, non-financial, and social incentives. Additionally, fringe benefits were explored through the availability of healthcare benefits, retirement plans, and professional development opportunities.

*1.1.4 Contextual Perspective.* This study focused on government-aided primary schools in the Kayonza sub-county, Kayunga district, totaling 32 schools with approximately 220 teachers (Kayunga District Education Office, 2023) In Uganda, primary education aimed at holistic development, combining academic, social, cultural, and economic aspects to foster well-rounded, responsible citizens and contribute to national development (Ministry of Education and Sports ( MoES, 2020) Teacher performance is key to achieving these goals, impacting education quality, student success, and broader objectives. Despite the government's commitment to improving teacher performance through various initiatives, including training, recruitment, salary increase, and administrative reforms (MoES, 2020), the performance of teachers in Kayonza sub-county, Kayunga District, remains unsatisfactory as evidenced by low student achievement in Primary Leaving Examinations (PLE). For example, in 2022, out of 1155 pupils who sat PLE, 184 (16%) obtained a 4th grade, and 293 (25%) were ungraded. Similarly, in 2021, out of 869 pupils who participated in PLE, 220 (25%) obtained division four, and 273 (31%) were ungraded (UNEB, 2019; 2021; 2022). According to Adnot et al. (2017) and Hattie, (2008) pupils' achievement stands out as one of the most direct indicators of teacher performance. Persistent underperformance in standardized tests, assignments, or assessments might signal underlying issues with

teaching effectiveness. Additionally, the Kayunga District education inspection report of 2018-2019 highlights teacher absenteeism as a pressing issue in the Kayonza sub-county (Kayunga District Education Office, 2023). The failure to address teacher performance issues might not only lead to low or decline in student achievement levels but also a decline in overall teacher effectiveness (Moses, 2017). This could affect the quality of instruction, classroom management, and the ability to create a positive and engaging learning environment. This study endeavors to examine the influence of teacher welfare factors on teacher performance in the Kayonza sub-county, in the Kayunga district.

### **1.2 Statement of the Problem**

Teacher performance plays a significant role in achieving the goals of primary education, encompassing academic, social, cultural, and economic development. Despite the Ugandan government's dedicated efforts to enhance teacher performance through various initiatives, such as training, recruitment, and salary increases (MoES, 2020) the performance of teachers in the Kayonza sub-county remains unsatisfactory, evident from consistently low student achievement in Primary Leaving Examinations, (UNEB,2019;2021;2022) and teacher absenteeism (Kayunga District Education Office, 2023). If teacher performance issues are not adequately addressed, there is a likelihood of continued low student achievement and diminished teacher effectiveness. Resulting in student dropout and government failing to achieve its goals. It was against this background that this study aimed to examine welfare factors and performance of teachers in Government Aided Primary Schools in the Kayonza sub-county, Kayunga District. This will help the government to achieve its goals.

### **1.3 Purpose of the Study**

The purpose of the study is to examine welfare factors and teacher performance in Government Aided Primary Schools in the Kayonza sub-county, Kayunga District.

### **1.4 Specific objectives**

The study has the following objectives;

- i. To investigate the influence of working conditions on teacher performance in government-aided primary schools in Kayonza Sub-County Kayunga district.
- ii. To find out the influence of rewards on teacher performance in government-aided primary schools in Kayonza Sub-County Kayunga District.
- iii. To examine the influence of fringe benefits on teacher performance in government-aided primary schools in the Kayunga district.

### **1.5 Hypotheses**

The study tested the following research hypotheses;

- i. H1: There was a significant positive influence of working conditions on teacher performance in Government Aided Primary Schools in Kayonza sub-county, Kayunga District.
- ii. H2: There was a significant positive influence of rewards on teacher performance in Government Aided Primary Schools in Kayonza sub-county, Kayunga District.
- iii. H3: There was a significant positive influence of fringe benefits on teacher performance in government-aided primary schools in the Kayonza sub-county Kayunga District.

### **1.6 Significance of the study**

The findings consisted of two theoretical and practical significances that align with education policies with the various institutional cultures to avoid misunderstandings within the institutional communities and hence promote a positive culture

*1.6.1 Theoretical Significance.* This study would contribute to educational theory by exploring welfare factors and teacher performance. It would provide information on the influence of welfare factors on teacher effectiveness. The investigation into the functional theory of labor, examining how meeting essential needs and considerations of working conditions, rewards, and fringe benefits affect teacher performance, bridging theoretical frameworks with real-world educational dynamics.

*1.6.2 Practical Significance.* The practical implications of this study would be substantial, guiding policymaking related to welfare factors. The findings will inform policymakers about the tangible impact of addressing welfare factors, potentially shaping policies to enhance teacher well-being and, consequently, performance. For school administrators, the study would offer knowledge on essential welfare factors influencing teacher performance, aiding in recruitment, retention, and the design of effective professional development programs. The recommendations derived from the study can inform management practices that prioritize welfare factors, fostering a positive working environment and ultimately enhancing teacher performance for improved education in Kayonza sub-county, Kayunga District.

### **1.7 Scope of the Study**

The study has the following scope

*1.7.1 Geographical Scope.* The study scope was Kayonza Sub County, situated about 20 km from Kayunga district, and involved participants were teachers. Kayunga district is located in central Uganda 46 kilometers from Kampala the capital city of Uganda. Kayonza Sub County, was chosen since it is one of the highly populated counties and it is not performing well academically yet there are limited empirical studies on the same area

*1.7.2 Time scope.* The study considered a period of two years between 2024 to 2025 while discussing the welfare factors and teacher performance in government-aided primary school Kayonza sub-county Kayunga district. The period of two years was considered because of available information in the last four years revealed that government primary school teachers are underperforming their roles as teachers. (Kayunga District Education Report, 2022).

*1.7.3 Content Scope.* The study was bounded to the relationship between welfare factors and teacher performance of teachers in government-aided primary school Kayonza sub-county Kayunga district. The study considered three independent variables: working conditions, rewards, and fringe benefits. Working conditions were evaluated based on access to suitable accommodation, provision of meals, and a safe work environment. Rewards were operationalized in terms of financial, non-financial,

and social rewards. Fringe benefits were examined based on health care benefits, retirement benefits, and professional development opportunities. teacher.

### 1.8 Conceptual Framework

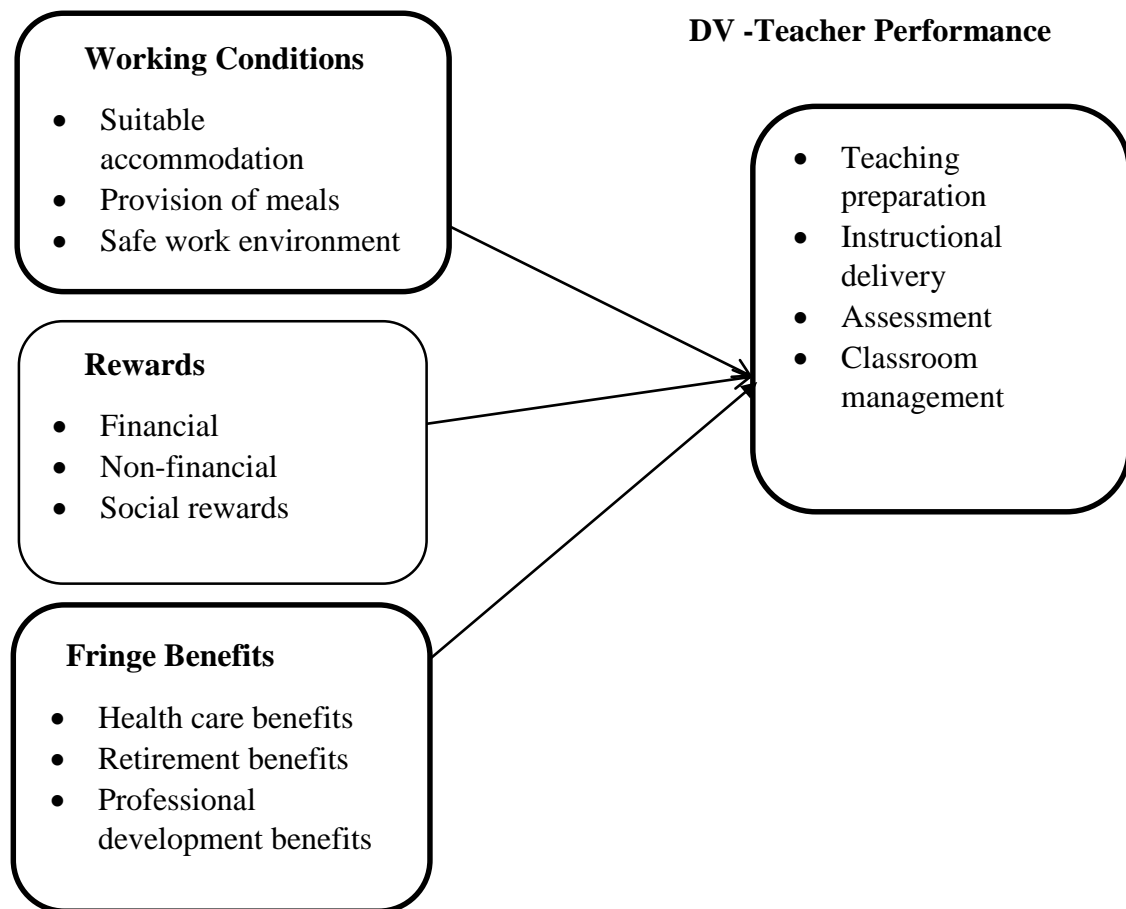
The conceptual framework of this study was drawn from Functional Theory of Labor Welfare developed by William James (Joas, 1993) as mentioned in the theoretical perspective subsection, this framework indicates that teacher performance is influenced by good working conditions, rewards for teachers and

fringe benefits for teachers as depicted in Figure 1.1.

**Figure 1.1**

*Conceptual Frame Work postulation that working Conditions, Rewards and Fringe Benefits Influence Teacher Performance*

#### IV- Welfare Factors



Note. Concepts adapted from William James (Joas, 1993) Emile Durkheim (strangle man

The framework in Figure 1.1 illustrates that teacher performance is the dependent variable. The researcher operationalized teacher performance in terms of teaching preparation, instructional delivery, assessment, and classroom management. In the conceptual framework above, working conditions, rewards for teachers, and fringe benefits for teachers were regarded as independent variables. The researcher examined working conditions for teachers in terms of suitable accommodation, provision of meals, and a Safe work environment. Rewards were studied in terms of financial, non-financial, and social rewards. Fringe benefits were studied in terms of health care benefits, retirement benefits, and professional development opportunities.

### **1.10 Definition of Terms**

**Teacher Performance** – This refers to the effectiveness of a teacher in delivering quality education and facilitating student learning. It is often measured by factors such as lesson planning, teaching preparation, assessment of learning, and professional development. (Darling-Hammond 2000).

**Welfare factors** as the independent variable, focusing on elements that contribute to teachers' well-being and quality of life, as identified by Raj Kumar and Dhanapala (2022).

**Working Conditions** – These refer to the environment, policies, and circumstances under which an employee performs their job. It includes factors such as physical surroundings, workload, job security, hours of work, safety measures, and relationships with colleagues and supervisors. Hyder, M. R., & Farooq, M. S. (2022).

**Rewards** – These are incentives given to employees in recognition of their work and contribution to an organization. Rewards can be monetary (e.g., salary, bonuses) or non-monetary (e.g., recognition, career development opportunities, flexible work arrangements). (Sander & Nummenma, 2021).

**Fringe Benefits** – These are additional benefits provided to employees beyond their regular salary or wages. Examples include health insurance, retirement plans, paid leave, housing allowances, and transportation allowanc

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter presents a review of existing literature relevant to the study. It is divided into two main sections. The first section, Theoretical Review, explores the key theory that underpin the study, providing a basis for understanding the research variables and their interrelationships. The second section, Review of Related Literature, examines empirical studies conducted by other scholars about each study objective, highlighting the purpose of each study, findings, methodologies, and gaps left for further studies.

### **2.1 Theoretical Review**

Several theories have been advanced to explain factors influencing teacher performance, including Herzberg's Two-Factor Theory (1959), Taylor's Scientific Management Theory (1911), Maslow's Hierarchy of Needs (1954), Alderfer's ERG Theory (1969), and McClelland's Learned Needs Theory (1987). While these theories offer valuable information on motivation and performance, the present study adopts the Functional Theory of Labour Welfare (1952) as its guiding framework.

The Functional Theory, advanced by thinkers such as William James (Joas, 1993) and Emile Durkheim (Strangle man & Warren, 2008), provides a more direct lens through which to examine the role of welfare initiatives in enhancing employee performance. This theory asserts that meeting employees' basic needs and providing job-related benefits contributes significantly to their overall productivity and efficiency. According to Keitany (2014), the theory emphasizes that a healthy and satisfied worker is more productive and committed to their responsibilities.

Unlike the other theories, which primarily focus on internal psychological needs or managerial controls, the Functional Theory directly aligns with the core objective of this study-understanding how specific welfare provisions (such as fringe benefits, professional development, and work conditions) impact teacher performance. Therefore, the Functional Theory of Labour Welfare was selected for its practical relevance and stronger alignment with the study's variables and context.

Moreover, teachers have fundamental needs that are crucial for them to perform optimally in their roles. These encompass access to suitable accommodation, provision of meals, and a safe work environment (Obany, 2019; Taheri; & Kamaruzzaman, 2020). The provision of suitable accommodation ensures that teachers have a conducive living environment that positively impacts their well-being and job performance. Access to meals contributes to their physical health, energy levels, and cognitive functioning, enabling them to carry out their responsibilities effectively. Additionally, a safe work environment promotes a sense of security, reduces stress, and enhances concentration and productivity.

Fringe benefits played a significant role in attracting and retaining qualified teachers, as well as maintaining their motivation and commitment (Nyanja et al., 2013). Adequate healthcare benefits address their healthcare needs, ensuring their overall well-being and reducing absenteeism. Retirement benefits provide teachers with financial security and stability after their years of service, positively influencing their job satisfaction and dedication (Bello & Jakada, 2017). Furthermore, professional development opportunities enable teachers to enhance their knowledge, skills, and pedagogical practices, leading to improved instructional delivery and better student outcomes.

By examining the influence of these factors on teacher performance within the specific context of government-aided primary schools in the Kayonza sub-county, Kayunga District, this study aims to provide empirical evidence that supports the functional theory of labor welfare. The findings of this study will contribute to an understanding of the relationship between welfare factors and performance, emphasizing the significance of addressing these factors to enhance overall educational outcomes.

Several scholars have employed the Functional Theory of Labor Welfare in their research, exemplifying its versatility and applicability across diverse organizational contexts. For instance, Agusioma et al. (2019) investigated the impact of staff conflict resolution on employee performance within the public service commission in Kenya, utilizing the Functional Theory of Labor Welfare as a guiding framework. Ekere and Onuoha (2021) explored the role of employee welfare practices in enhancing work

performance within the context of medical insurance, providing a comprehensive understanding of the interplay between welfare strategies and job effectiveness. Keitany, (2014) delved into the perceived relationship between employee welfare programs and permanence in employment at Kenya Pipeline Company, employing the Functional Theory of Labor Welfare as a conceptual lens. In a different sector, Manafa, (2022) utilized the Functional Theory of Labor Welfare to scrutinize the influence of welfare packages on teachers' performance in private secondary schools in Anambra state, Nigeria. Additionally, Wakkala et al., (2022) focused on the influence of teachers' welfare on performance in public secondary schools in Danko-Wasagu local government, Kebbi State, Nigeria, employing the Functional Theory of Labor Welfare to underpin their study. These diverse applications of the theory underscore its utility in understanding and analyzing the intricate dynamics of labor welfare factors and their impact on employee performance across various settings.

While the Functional Theory of Labor Welfare has been extensively applied in diverse research contexts, there are specific gaps and unexplored areas that warrant further investigation, particularly in the context of teacher welfare factors and their impact on performance in government-aided primary schools. The existing studies primarily focus on different sectors such as public service commission (Agusioma et al., 2019); medical insurance (Ekere & Onuoha, 2021); and public secondary schools (Wakala et al., 2022), leaving a notable gap in the examination of teacher welfare in the specific context of government-aided primary schools. The study by Keitany, (2014) touches on employee welfare programs and permanence in employment but does not delve into the distinctions of teacher welfare factors and their implications for performance in primary education settings. Similarly, Manafa, (2022) study, while examining welfare packages, is situated in private secondary schools, and the dynamics in government-aided primary schools may differ significantly. Additionally, Wakkala et al. (2022) concentrate on teachers' welfare in public secondary schools, leaving a gap in understanding the unique challenges and factors affecting performance in government-aided primary schools. Therefore, there was a clear need for a focused study on teacher welfare factors within the specific context of government-aided primary

schools, such as those in Kayonza Sub-County, Kayunga District, to address these gaps and contribute to the existing body of knowledge.

## **2.2 Review of Related Literature**

Building on prior research in various contexts, this study focused on specific welfare factors, including Working conditions, rewards, and fringe benefits, to uncover their influence on teacher performance. Through an exploration of empirical evidence and a comprehensive review of related literature, the study aims to contribute to an understanding of the influence of welfare factors and teacher performance, ultimately informing policies and interventions for the improvement of educational outcomes in Kayonza Sub-County, Kayunga District. Subsequently, the review of related literature is presented in alignment with the study's objectives.

*2.2.1 Working Conditions and Teacher Performance.* Research has been conducted on the relationship between school working conditions and employee performance. Noteworthy examples include Kigenyi and Kakuru (2016), who undertook a study with the primary objective of examining the impact of providing meals to teachers on their performance within public primary schools located in the Bugisu sub-region of Uganda. The researchers collected data using questionnaires and interview guides, engaging a sample size of 630 teachers. The collected data were subjected to analysis, specifically employing least square regression analysis as the analytical method of choice. The study's findings indicated providing meals to teachers has a positive impact on teachers' performance. This finding underscored the crucial role of sustenance in enhancing educators' effectiveness. While the previous study concentrated on the Bugisu sub-region, the present investigation shifts its focus to the Kayonza sub-county, Kayunga district. This research aims to investigate the relationship between teachers' meals, accommodation, and safe work environment and their subsequent performance, providing data on critical aspects of educational dynamics.

Expanding on the Bugisu sub-region study, Kigenyi (2017) explored the broader impact of welfare on teacher performance in public primary schools in the same region. To gather data, a combination of research tools was employed, including observation checklists, structured interview guides, and questionnaires, administered to a sample of

559 teachers. The analysis of the collected data involved thematic content analysis, principal component analysis, and regression. They hence found a positive correlation between welfare and teachers' performance in public primary schools within the Bugisu sub-region. Specifically, the findings highlighted those aspects such as housing, meals, and the overall school environment exerted statistically significant effects on teachers' performance in this context. However, it's important to acknowledge certain limitations of Kigenyi (2017) study. Firstly, the research was constrained by its geographical scope, as it focused exclusively on three out of the five districts comprising the Bugisu sub-region. Furthermore, the study only covered 87 out of the 541 schools present in the sub-region. In light of these limitations, there remains a critical need for further investigation in this area. The constraints of geographical coverage, and sample size, warrant a more comprehensive and inclusive exploration of the relationship between welfare factors and teachers' performance. Addressing these limitations this study will contribute to a richer understanding of the topic and help inform policies and interventions aimed at enhancing teachers' performance and overall well-being.

Obany (2019) examined teachers' working conditions, utilizing a mixed-methods approach that involved questionnaires and interviews. The study employed purposive sampling, involving 17 teachers as participants. Data analysis focused on providing detailed descriptions of the findings, which unearthed significant information. The research revealed that teachers had limited awareness of reasonable accommodation, and there was a lack of concrete measures for reasonable accommodation in their workplaces. The study looked further into the urban setting of Soroti Municipality, uncovering distressing living conditions in slums, where 70% of urban residents resided, and compromising human dignity. The lack of awareness about reasonable accommodation and the absence of measures for providing it in the teaching profession were emphasized. Building upon this prior research, the present study aimed to investigate the influence of teachers' accommodation on their performance in government primary schools in Kayonza sub-county, Kayunga, Uganda.

Akongai (2021) conducted a study with the primary objective of investigating the impact of welfare factors on teachers' performance in selected government-aided

primary schools in Tingey County, Kapchorwa District. The study employed a combination of interview guides and questionnaires to collect data from a sample comprising 113 teachers. The collected data underwent analysis through various statistical techniques which included Pearson Product Moment Correlation Coefficient. Akongai hence found that: The provision of housing for teachers had a noticeable effect on their performance. This finding underscores the importance of suitable accommodation in positively influencing teachers' job performance. The study established a significant contribution of meal provisions to teachers' performance. This finding highlights the role of sustenance in enhancing the effectiveness and efficiency of educators. The study identified a substantial correlation between the provision of medical care and teachers' performance. Akongai (2021) identified the limitation of her study to the effect that some respondents exhibited fear and unwillingness to share the required data for the study. This reluctance might have resulted in incomplete or biased responses, potentially influencing the overall findings. The researcher went on to point out that, misinterpretation of certain questionnaire items by respondents led to incorrect responses. This could have introduced inaccuracies in the collected data. Despite these limitations, Akongai's study illuminated critical facets of the relationship between teachers' welfare and their performance in government-aided primary schools. The findings underscore the need for further research to investigate these dynamics and explore potential strategies for enhancing teachers' welfare and, consequently, their performance. By addressing these limitations and building on the study's foundation, future research can contribute to a more comprehensive understanding of the relationship between welfare and performance in the education sector, ultimately leading to improved educational outcomes.

In summary, research on the relationship between school working conditions and teacher performance has highlighted the importance of welfare provisions such as meals, accommodation, and overall working environment. Kigenyi and Kakuru (2016) found that providing meals to teachers in the Bugisu sub-region of Uganda positively impacted their performance, using questionnaires and interviews with 630 teachers. Kigenyi (2017) expanded this study and found that housing, meals, and the school environment significantly influenced teacher performance, although limitations in geographical

scope and sample size were noted. Obany (2019) explored the issue further in Soroti municipality, revealing that teachers lacked awareness of reasonable accommodation, with distressing living conditions affecting their work. Akongai (2021) examined teacher welfare in Kapchorwa District, showing that housing, meals, and medical care positively impacted performance, though issues like respondent reluctance and misinterpretation of survey items were identified as limitations. These studies emphasize the crucial role of welfare factors in improving performance but also highlight the need for more comprehensive research that addresses geographical, sample, and methodological limitations to better inform policies and interventions aimed at enhancing teacher effectiveness and well-being.

*2.2.2 Rewards and Teacher Performance.* Studies exist on the relationship between salary, incentives, and performance. For instance, Nyanja et al. (2013) undertook an inquiry aimed at probing the impact of cash bonuses on employee performance. They collected data using questionnaires. Data analysis involved the utilization of descriptive statistics and chi-square analyses. They found that the presence of cash bonuses appeared to wield no discernible influence on employee performance. This finding, while unexpected, provides information into the relationship between financial incentives and work efficacy. In light of these results, the authors of the study recommended the pursuit of further research endeavors. This subsequent exploration would be directed toward revealing the potential influence of alternative rewards on employee performance. This suggestion underscores the necessity for a broader investigation into the diverse range of welfare factors that may catalyze enhanced work performance.

Kiprop (2014) conducted a study with the aim of investigating the impact of various welfare factors, including basic salary, overtime payment, cash bonuses, scores, recognition, and work environment, on the performance of teachers in Kericho County, Kenya. The research methodology employed for this study involved the distribution of questionnaires to a sample consisting of 487 teachers. The collected data was subjected to regression analysis techniques. Kiprop (2014) revealed a significant and positive correlation between the basic salary offered to teachers and their job performance. This

highlights the key role that competitive and adequate basic salaries play in motivating and enhancing the performance of teachers. Overtime payment was identified as another influential factor affecting teachers' performance. The study indicated that teachers who received overtime compensation demonstrated improved job performance. However, the study found that cash bonuses, scores, recognition, and the work environment did not have a statistically significant impact on teachers' performance. This suggests that these factors may not be as influential in motivating or enhancing teachers' job performance in this particular context. The researcher underscores the need for additional studies and investigations in the field to offer a more comprehensive understanding of the factors influencing teacher job performance.

Wasiu and Adebajo (2014) conducted a comprehensive study with the primary aim of exploring the impact of reward systems on teachers' performance within Lagos State. This research employed a questionnaire distributed to a sample of 200 participants, specifically targeting 20 public school teachers. The data collected from this sample was analyzed using Pearson product-moment correlation coefficient. The research established a noteworthy relationship between employees' performance and their salary package. This underscores the critical role that salary plays in motivating and enhancing employee job performance. The study identified a significant correlation between job allowances and employee performance. This finding highlights the importance of providing additional allowances to employees as a means to boost their overall job performance. The research also found a substantial relationship between in-service training and the employees' performance. This finding emphasizes the positive impact of ongoing training and professional development opportunities on employees' job performance. Wasiu and Adebajo (2014) emphasized the need for further research in different organizational contexts and industries for a more comprehensive understanding of how reward systems influence employee performance. By addressing these limitations and conducting further research, organizations and policymakers can develop strategies to enhance employee performance ultimately contributing to improved workplace productivity and employee well-being.

Bello and Jakada (2017) embarked on scrutinizing the interconnection between monetary incentives and teachers' performance within a curated selection of public schools located in Kano state, Nigeria. The research methodology encompassed the administration of a questionnaire from a substantial cohort of 375 teachers. The accrued data underwent an analytical process, which included both descriptive statistics and regression analyses. They found a positive correlation exists between monetary rewards, encompassing salary, allowances, and benefits, and the performance exhibited by teachers within the realm of public secondary education in Kano State. This outcome underscores the role that financial incentives play in influencing and elevating the overall performance of educators operating within the state's educational landscape. It's important to note that Bello and Jakada's study was conducted within the specific context of secondary schools in Nigeria. Consequently, the applicability of their findings within the realm of primary schools in Uganda might warrant further investigation and consideration due to the unique educational landscape and potential contextual differences.

Ijeoma and Mugizi (2021) undertook an empirical investigation into the relationship between remuneration and the job performance of educators within government-aided secondary schools situated in Western Uganda. The focus of their study revolved around the aspects of remuneration, particularly encompassing bonuses and allowances. They obtained data through a questionnaire administered to a sample of 333 teachers. They found that pay exhibited a positive correlation with job performance among teachers, although this connection was not deemed statistically significant. Contrarily, the examination of bonuses and allowances yielded an unexpected finding, as these supplementary components demonstrated a negative and statistically insignificant influence on teachers' performance. These revelations highlight the complex interplay between remuneration structures and educators' job performance. The outcomes also underscore the need for further exploration and a deeper understanding of the elements that impact the dynamics of teacher performance within the context of Ugandan schools.

In summary Research on the relationship between rewards and teacher performance has yielded varying results, emphasizing the need for further investigation into the impact of different types of rewards. Nyanja et al. (2013) found that cash bonuses had no significant impact on employee performance, suggesting the need to explore alternative reward structures. Kiprop (2014) identified a positive correlation between basic salary and teacher performance in Kericho County, Kenya, although cash bonuses, recognition, and work environment did not significantly influence performance. Wasiu and Adebajo (2014) in Lagos State found a strong link between salary packages, job allowances, and in-service training with employee performance, highlighting the importance of ongoing professional development. Bello and Jakada (2017) found a positive correlation between monetary incentives and teacher performance in Kano State, Nigeria, emphasizing the role of financial rewards in enhancing teacher effectiveness, but noted the study's limited context. Ijeoma and Mugizi (2021) in Western Uganda reported that pay had a positive, though statistically insignificant, effect on teacher performance, while bonuses and allowances had a negative, insignificant impact. These studies suggest that while salary and monetary rewards are often linked to improved teacher performance, the role of non-monetary incentives and allowances requires further exploration, especially in diverse educational contexts.

*2.1.3 Fringe Benefits and Teacher Performance.* Studies on fringe benefits and teacher performance can be cited. For example, Waititu et al. (2017) conducted a study aimed at assessing the impact of employee welfare programs on employee performance within the context of the Railways Corporation in Kenya. Specifically, the study identified five key variables of employee welfare programs on occupational health, succession plans, training and development, employee referral schemes, and remuneration policies and examined their respective effects on employee performance. To achieve their research objectives, they employed questionnaires as their data collection tool, administered to a sample of 172 respondents. They collected data underwent analysis process, combining both qualitative and quantitative data analysis methods. They hence found remuneration policies emerged as a strongly positive influence of employee performance within the organization. However, it is essential to

recognize certain limitations associated with the study. Importantly, the Waititu et al., (2017) emphasized that limited research had previously examined the relationship between employee welfare programs and employee performance. This recognition of a knowledge gap in the existing body of research serves as a compelling justification for the need for additional research endeavors in this domain. The limitations identified underscore the necessity for continued research efforts to find out the influence of employee welfare programs on employee performance in various organizational contexts. Such research can contribute to more informed decision-making and the development of tailored strategies to enhance employee welfare and performance.

Akiba and Liang, (2016) conducted a study at the University of Missouri to examine the effects of six types of teacher professional learning activities on student achievement growth over 4 years. Data was collected using survey questionnaires and coding for all variables on teacher participation in professional learning activities. Data was analyzed by Pearson's correlation coefficients analysis. And collected from a sample of 467 mathematics teachers in 91 schools over three years linked with student achievement growth. The findings have important policy implications for school and district administrators who are striving to improve student achievement through investment in teacher professional development. The data showed that teacher-centered collaborative learning activities on mathematics teaching and learning (teacher collaboration and informal communication) seem to be more effective in improving student achievement than learning activities that do not necessarily involve such communications (professional development programs, university courses, individual learning activities). Further findings showed that the effect of the number of informal communications among colleagues on student achievement growth was larger than the effect of formal teacher collaboration activities. When a teacher informally communicates with his or her colleagues about mathematics teaching and learning, the intent is often to share specific teaching or learning issues the teacher is facing and to seek information or input from colleagues on these issues. And a gap was shown in mathematics teachers in these Grades 6–8 middle schools, not in other middle-grade schools with different grade configuration (e.g., Grades 5–6, 6–7, 7–8, or 5–8) and the teacher IDs that can be

linkable to individual students were not available to the researchers at the time of this study.

Valaei (2016) carried out a study in Taylors' University Malaysia to examine the structural relationship between Spector's nine job satisfaction facets (supervision, nature of the work, communication, contingent rewards, co-worker, fringe benefits, payment, promotion and operating procedures), organizational commitment facets (normative commitment, affective commitment and continuance commitment) and the influence of employees' years of experience on satisfaction and commitment relationships. Data was collected using survey questionnaire and analyzed using multiple regression analysis on a total of 256 respondents. The findings indicate that payment, promotion, fringe benefits, co-worker, communication, operating procedures and nature of the work are positively associated with affective commitment. Furthermore, payment, promotion, fringe benefits, supervision, contingent rewards, operating procedures and nature of the work have a positive relationship with normative commitment. Considering employees' years of experience as a categorical moderating variable. Further, it found that fringe benefits influence all aspects of organizational commitment and there is a positive relationship between the nature of the work and effective and normative commitment. The study showed gaps as the non-significant relationship between payment and employees' continuance commitment implies that salary does not influence continued involvement. Another limitation of this study is that the survey questionnaire was in English language, and it was not translated to Malay, Chinese or Indian languages. In addition, the study lacks the generalizability criteria, as the sample size is small, and data were gathered from a few employees in Malaysia.

Mohammed, (2019) conducted a study to determine teachers' fringe benefits, and teachers' professional development as correlates of teachers' job performance in Senior Secondary Schools in Adamawa State Nigeria. Data was collected using questionnaires, on a sample size of 337 teachers and analyzed using mean standard deviation and Pearson analysis. Findings indicated that there were significant relationships between teachers' fringe benefits, teachers' professional development, and teachers' job performance in senior secondary schools in Adamawa state.

In summary research on fringe benefits and teacher performance consistently underscores the significant impact of welfare programs on educators' job performance. For example, Waititu et al. (2017) explored the influence of employee welfare programs in the Railways Corporation of Kenya and found that remuneration policies positively affected employee performance. However, the study identified gaps in the existing literature, highlighting the need for further research on the effects of welfare programs across various organizational contexts. Similarly, Akiba and Liang (2016) focused on professional learning activities, revealing that teacher-centered collaborative activities were more effective in improving student achievement than other forms of professional development. Valaei (2016) also emphasized the role of fringe benefits, showing that they positively influenced organizational commitment, particularly affective and normative commitment. However, the study acknowledged limitations such as a small sample size and language barriers. In a similar vein, Mohammed (2019) found a significant relationship between fringe benefits, professional development, and teacher performance in Adamawa State, Nigeria. Collectively, these studies highlight the critical role of fringe benefits and professional development in enhancing teacher performance, while also pointing to the need for further research to address limitations such as small sample sizes and language issues, particularly in diverse educational contexts.

#### **2.4 Summary of Gaps**

The reviewed empirical studies collectively suggest a connection between welfare factors and employee performance, affirming the influential role of welfare factors in shaping employee performance. However, these studies unveiled notable gaps, prompting the necessity for an in-depth exploration of welfare factors and teacher performance in Government aided primary schools in Kayonza sub-county, Kayunga District. For instance, while investigations by Kigenyi and Kakuru (2016) and Kigenyi (2017) looked into the relationship between working conditions, rewards, fringe benefits and performance, their geographical confinement to the Bugisu sub-region and limited sample sizes underscore the demand for a more extensive and inclusive examination. The study by Obany (2019) brought attention to the limited awareness of reasonable accommodation among teachers, emphasizing the imperative need to scrutinize the impact of accommodation on performance an aspect the Kayunga District. This study

seeks to address this gap by unraveling the influence of teachers' accommodation on their performance in Kayonza sub-county, Kayunga District.

In Akongai's (2021) study, challenges surfaced concerning respondents' fear and unwillingness to share data, potentially affecting the overall findings. The proposed study, aiming for Kayonza sub-county, Kayunga District, intends to overcome these challenges through the implementation of vigorous data collection strategies to ensure accuracy and mitigate biases. Moreover, studies like Waititu et al. (2017), which emphasized remuneration policies, highlighted the limited exploration of the relationship between welfare factors and employee performance, calling for sustained research efforts in diverse organizational contexts. The Kayonza sub-county, Kayunga District study aligns with this ongoing research endeavor.

Conflicting results in studies by Nyanja et al. (2013) and Ijeoma and Mugizi (2021) regarding the impact of financial incentives on performance underscore the variability of this relationship across different contexts. The proposed study acknowledges these divergent perspectives, emphasizing the need for a study on remuneration components and their specific influence on teacher performance. Given the unique context of Kayonza sub-county, Kayunga District, the study seeks to provide evidence specifically tailored to the local educational landscape.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter presents an overview of the research methodology employed in this study. It looks into the research approach, research design, population and sampling, Sampling Technique, data collection method, data collection instrument, quality of data collection instrument, Research procedure, data management, and ethical consideration.

### **3.1 Research Approach**

This study adopted a positivist research approach. Positivism emphasizes the objective and scientific investigation of phenomena, seeking to identify causal relationships between variables (Creswell, 2018). This approach aligns with the study's aim to examine the influence of welfare factors on teacher performance in a structured and measurable manner. A structured survey was conducted to collect numerical data on teacher welfare factors and their performance in government aided primary schools.

### **3.2 Research Design**

This study adopted a quantitative research design, specifically utilizing correlational and cross-sectional research designs. The selection of these designs was driven by the need to comprehensively understand the relationships between variables and their effects on teacher performance. The correlational design was chosen to explore the degree and direction of relationships between welfare factors and teacher performance.

### **3.3 Population and Sampling**

The population of interest comprised of 220 teachers who were on payroll distributed in 32 Government Aided Primary Schools in the Kayonza sub-county in Kayunga District (Kayunga District Education Office, 2023). Teachers have been chosen because they play a central role in the education system. Their effectiveness directly influences students' learning outcomes. Due to practical constraints, a representative sample was selected. The researcher used Krejcie and Morgan's (1970) table of sample size determination to determine the sample size. Thus, the number of teachers the researcher sampled were 142 teachers from government-aided primary schools in Kayonza sub-county, Kayunga district. To select the required number of respondents, the researcher used a simple random sampling on each of the categories using Excel.

### **3.4 Data Collection Method**

The research utilized a survey methodology, employing a self-administered questionnaire to collect data from 142 respondents within a condensed timeframe. Surveys offer distinct advantages in quantitative data collection, allowing researchers to quantify participants' responses and derive numerical data.

### **3.5 Data Collection Instrument**

A structured questionnaire was the primary data collection instrument. The questionnaire was designed based on the research objectives, incorporating closed-ended questions to facilitate quantitative analysis. The measures of teacher performance were measured in terms of teaching preparation, instructional delivery, assessment, and classroom management (Hyder & Farooq, 2022). The measures of welfare factors were working conditions, rewards and fringe benefits. Working conditions was measured in terms of availability of accommodation, provision of meals and safe work environment. (Kigenyi & Kakuru, 2017). Rewards were also examined in terms of financial, non-financial and social rewards (Kiprop, 2014). Fringe benefits were measured in terms of healthcare benefits, retirement benefits and professional development benefits (Mohammed, 2020). The indicators of fore mentioned variables using a five anchor Likert scale (Where 1=Strongly disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly agree).

### **3.6 Quality of Data Collection Instrument**

To enhance the validity of the questionnaires, a thorough review by experts in the field was carried out a check was made to ensure that the questions adequately measure the intended constructs related to welfare factors and teacher performance in government-aided primary schools Kayonza sub-county, Kayunga District. Following data collection, the researcher conducted factor analysis to validate the questionnaire's construct measurement and reliability analysis to assess the consistency and dependability of the instrument. The purpose of these analyses is to ensure the accuracy of the collected data. The results are presented in Table 3.1 below.

**Table 3.1****Confirmatory Factors Analysis and Cronbach's Alpha Results**

| Constructs                              | No of Items | Factor loading | Cronbach's Alpha |
|-----------------------------------------|-------------|----------------|------------------|
| <b>Teacher performance</b>              |             |                |                  |
| Teaching preparation(TP)                | 2           | 0.837-0.547    | 0.88             |
| Instructional Delivery (ID)             | 7           | 0.686-0.629    | 0.819            |
| Assessment (A)                          | 6           | 3.393-48.465   | 0.893            |
| Classroom management (CM)               | 7           | 0.686-0.629    | 0.849            |
| <b>Welfarefactors</b>                   |             |                |                  |
| <b>Working conditions</b>               |             |                |                  |
| Accommodation(AC)                       | 7           | 0.670-0.886    | 0.903            |
| Provision of meals (PM)                 | 8           | 0.881- 0.843   | 0.919            |
| Safe Work Environment (SWE)             | 10          | 0.713- 0.702   | 0.833            |
| <b>Rewards</b>                          |             |                |                  |
| Financial Rewards                       | 2           | 0.881- 0.843   | 0.792            |
| Nonfinancial Rewards(NFR)               | 2           | 0.881- 0.843   | 0.829            |
| Social Benefits (SR)                    | 7           | 0.829- 0.782   | 0.809            |
| <b>Fringe benefits</b>                  |             |                |                  |
| HealthCare Benefit(HCB)                 | 7           | 0.778- 0.766   | 0.911            |
| Retirement Benefits(RB)                 | 9           | 0.711- 0.798   | 0.922            |
| Professional Development Benefits (PDB) | 7           | 0.829- 0.782   | 0.945            |

**3.7 Research Procedure**

Upon approval of the research proposal, the researcher obtained an introductory letter from the Directorate of Research and Graduate Training at Kyambogo University (Appendix). This letter granted permission to conduct data collection in 32 government-aided primary schools in Kayonza Sub-County, Kayunga District. The researcher personally carried out the data collection.

### **3.9 Data Management**

The researcher employed a structured approach to quantitative data management, encompassing data processing and analysis. Data collected through the self-administered questionnaire was coded and entered into a computer for systematic organization. To ensure accuracy, the data was edited and summarized using frequency tables. Descriptive analysis, including frequencies, percentages, medians, and means, was conducted using IBM SPSS Statistics. Additionally, inferential analysis was performed to test three hypotheses: (H1) the significant positive influence of working conditions on teacher performance in government-aided primary schools in Kayonza Sub-County, Kayunga District; (H2) the significant positive influence of rewards on teacher performance; and (H3) the significant positive influence of fringe benefits on teacher performance. Regression analysis, conducted using IBM SPSS Statistics, was used to examine these relationships and draw meaningful conclusions from the data.

### **3.10 Ethical Considerations**

The study adhered to ethical standards to ensure the rights and well-being of participants were protected. Informed consent was obtained from all respondents after clearly explaining the purpose of the study, their voluntary participation, and their right to withdraw at any stage without consequences. Confidentiality was upheld by ensuring that participants' identities and responses remained anonymous, with no personally identifiable information recorded. The study followed the ethical principles of respect, by treating participants with dignity; beneficence, by minimizing any potential harm and maximizing benefits; and justice, by ensuring fair and equitable participation. Additionally, all data were securely stored and used strictly for academic purposes, preventing unauthorized access. Any potential risks, including concerns over privacy and anonymity, were carefully mitigated through ethical research practices.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.0 Introduction**

This chapter presents the findings on the demographic distribution of respondents. It includes a univariate analysis of the study variables, beginning with teacher performance, which is operationalized through four dimensions: teaching preparation, instructional delivery, assessment, and classroom management. This is followed by an analysis of welfare factors, encompassing working conditions, rewards, and fringe benefits. The chapter proceeds with bivariate analyses to explore the relationships between teacher performance and the identified welfare factors. Finally, it concludes with a multivariate analysis that examines the combined effects of teacher welfare factors on teacher performance.

### **4.1 Description of Background Variables**

This section provides an overview of the respondents' demographic characteristics, including gender, age, years of service in the school, and educational qualifications. The findings are presented in Table 4.1

**Table 4. 1****Background Variable of Respondents**

| Background Variables       |               | Frequency | Percentage |
|----------------------------|---------------|-----------|------------|
| Gender                     |               | 62        | 48.4       |
|                            |               | 66        | 51.6       |
|                            |               | 128       | 100        |
| Age                        | < 30 years    | 38        | 29.7       |
|                            | 30 < 40 years | 65        | 50.8       |
|                            | 40 & above    | 25        | 19.5       |
| Years Served in the school | < 5years      | 58        | 45.3       |
|                            | 5 <10years    | 49        | 38.3       |
|                            | 10 & above    | 21        | 16.4       |
| Academic qualifications    | Certificate   | 68        | 53.1       |
|                            | Diploma       | 38        | 29.7       |
|                            | Degree        | 16        | 12.7       |
|                            | Master        | 6         | 4.7        |

Source: Primary Data from Questionnaire

The findings on the demographic characteristics of the respondents are summarized in Table 4.1, which includes data on gender, age, years of service in the school, and academic qualifications. These variables were analyzed to understand the composition of the teaching workforce and its implications for the study. The results in Table 4.1 indicate that 62 (48.4%) of the respondents were male, while 66 (51.6%) were female. This suggests a slightly higher participation of female teachers in the study, reflecting the broader trend of a greater number of female teachers deployed in government-aided primary schools in Kayonza Sub County. This finding underscores the vital role female teachers play in the education system within this region.

The majority of respondents 65 (50.8%) were aged between 30 and 40 years, followed by 38 (29.7%) who were under 30 years, and 25 (19.5%) who were aged 40 and above. These findings imply that the majority of the teachers are within a mature and active age range, likely enabling them to provide reliable responses to the study questionnaire and effectively manage their teaching responsibilities.

The findings reveal that 58 (45.3%) of teachers had served in their current schools for less than five years, while 49 (38.3%) had served between 5 and 10 years. Only 21 (16.4%) had served for 10 years or more. This indicates a relatively high rate of teacher transfers within the region, contrary with the government policy of limiting teachers' tenure at a single school to five years. Such frequent transfers may influence school stability and teacher continuity.

The majority of respondents 65 (53.1%) were certificate holders, followed by 38 (29.7%) with diplomas, 16 (12.7%) with bachelor's degrees, and only 6 (4.7%) with master's degrees. These findings imply that most teachers possess the minimum qualifications required for primary school teaching, with a smaller proportion advancing to higher academic levels. This distribution highlights opportunities for further professional development among primary school teachers to enhance educational outcomes.

The demographic data suggests a workforce with a balance of gender and a predominance of young to middle-aged teachers. The high rate of transfers and the predominance of certificate-level qualifications highlight the need for targeted policies to enhance teacher retention and support professional growth. These factors are crucial for sustaining the quality of education and addressing emerging challenges in primary education.

## **4.2 Description of Teacher Performance**

The dependent variable teacher performance was operationalized in terms of four constructs namely: teaching preparation, instructional delivery, assessment and classroom management:

*4.2.1 Description of Teaching Preparation.* Respondents reacted to five items (TP1-TP5) each scaled using the five-point Likert. where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5= Strongly disagreed. However, factor analysis and reliability analysis scale showed only (TP4 and TP5) were valid and reliable items. (Table 4.2) gives the descriptive results on these two items:

**Table 4.2****Description of Teaching Preparation**

| Item       | Indicator            | SD   | D    | U    | A     | AS    | Mean | Overall Rating |
|------------|----------------------|------|------|------|-------|-------|------|----------------|
| TP4        | I effectively        | 4    | 4    | 4    | 75    | 41    | 4.13 | <i>Agreed</i>  |
|            | address              | 3.1% | 3.1% | 3.1% | 58.6% | 32.1% |      |                |
|            | appropriate          |      |      |      |       |       |      |                |
|            | curriculum standards |      |      |      |       |       |      |                |
| <b>TP5</b> | I use                | 7    | 5    | 3    | 75    | 38    | 4.04 | <i>Agreed</i>  |
|            | appropriate          | 5.5% | 3.9% | 2.3% | 58.6% | 29.7% |      |                |
|            | material, technology |      |      |      |       |       |      |                |

Source: Primary Data from Questionnaire

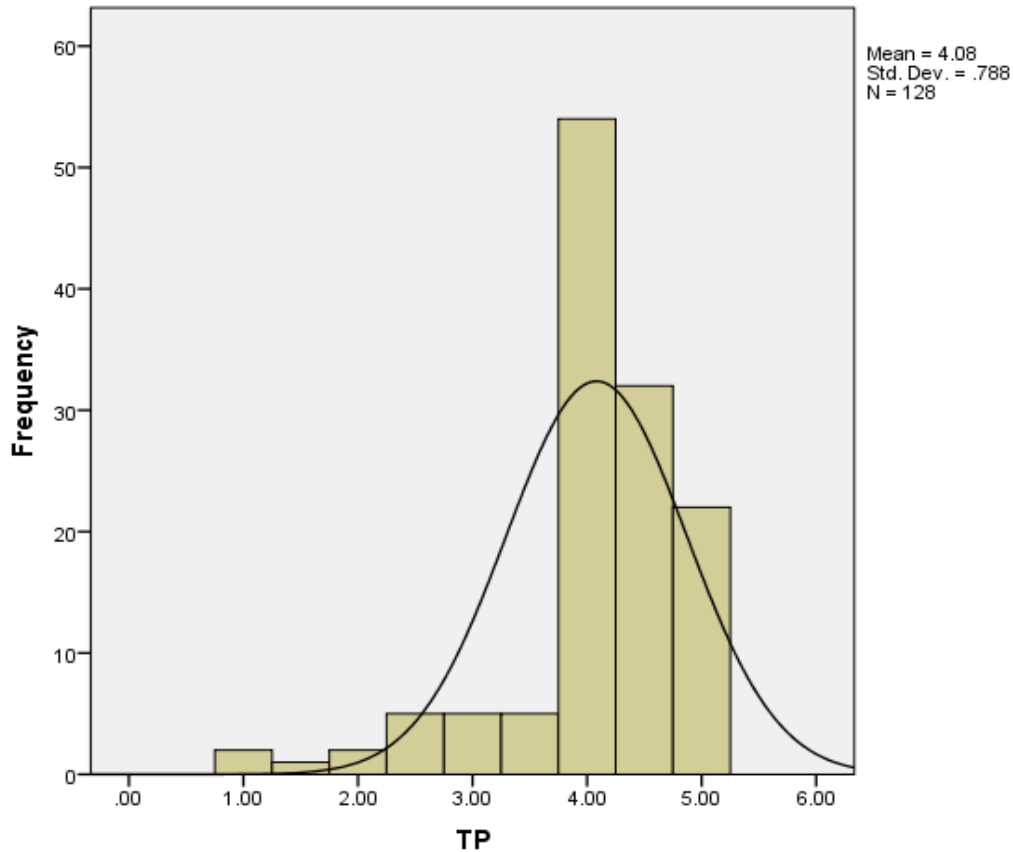
Table 4.2 provides a summary of teachers' responses on teaching preparation, specifically focusing on two items: TP4: I effectively address appropriate curriculum standards and TP5: I use appropriate material, technology, and resources when preparing to teach. For TP4, a significant majority (90.7%) either agreed or strongly agreed that they effectively addressed appropriate curriculum standards, compared to only (6.2%) who disagreed or strongly disagreed. The mean score for this item was 4.13, suggesting that most teachers strongly agree with the statement. This indicates that addressing curriculum standards is a highly prioritized and practiced aspect of teaching preparation among respondents. Similarly, for TP5, (88.3%) of respondents either agreed or strongly agreed that they use appropriate materials, technology, and resources when preparing to teach. Only (9.4%) of respondents strongly disagreed with this item. The mean score of 4.03 further supports the conclusion that the use of relevant materials and resources is a prevalent practice among the teachers.

An aggregate Teaching Preparation Index (TP) was computed using the formula  $TP = (TP4 + TP5)/2$  resulting in a mean of 4.08 and a median of 4.00. The mean, being close to 4, indicates that respondents generally agreed on the adequacy of their teaching preparation. Furthermore, the similarity between the mean (4.08) and the median (4.00) suggests that the distribution is symmetric (Figure 4.1) a key characteristic of normal

distributions. The minimum and maximum scores for the teaching preparation index were 1.00 and 5.00, respectively, resulting in a range of 4.00, which highlights the variability in responses.

**Figure 4.1**

**Histogram on Teaching Preparation**



Source: Primary Data

*4.2.2 Description of Instructional Delivery.* Respondents reacted to seven items (ID1-ID7) each scaled using the five-point Likert. Where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. After factor analysis and reliability analysis all the items were valid and reliable Table 4.3 gives descriptive results on all items.

**Table 4.3****Description of Instructional Delivery**

| Item | Indicator                                                                     | SD        | D          | U         | A           | SA          | Mean | Overall Rating |
|------|-------------------------------------------------------------------------------|-----------|------------|-----------|-------------|-------------|------|----------------|
| ID1  | I encourage students constructive participation in teaching- learning process | 7<br>5.5% | 3<br>3.1%  | 1<br>0.8% | 67<br>52.3% | 49<br>38.3% | 4.15 | Agreed         |
| ID2  | I use a variety of methods to enhance students 'understanding about topic     | 4<br>3.1% | 4<br>3.1%  | 3<br>2.3% | 61<br>47.7% | 55<br>43.8% | 4.26 | Agreed         |
| ID3  | I focus on students 'individuals needs during teaching- learning process      | 6<br>4.7% | 5<br>3.9%  | 4<br>3.1% | 71<br>55.5% | 41<br>35.2% | 4.08 | Agreed         |
| ID4  | I provide daily life example related to topic during teaching- learning       | 2<br>1.6% | 6<br>4.7%  | 3<br>2.3% | 61<br>47.7% | 56<br>43.8% | 4.27 | Agreed         |
| ID5  | I change teaching methodology to make topics relevant                         | 1<br>0.8% | 7<br>5.5%  | 4<br>3.1% | 71<br>55.5% | 45<br>35.2% | 4.19 | Agreed         |
| ID6  | I teach the required curriculum according to time table                       | 6<br>4.7% | 10<br>7.8% | 3<br>2.3% | 65<br>50.8  | 44<br>34.4  | 4.22 |                |
| ID7  | I engage, motivate and maintain students' attention                           | 6<br>4.7% | 10<br>7.8% | 3<br>2.3  | 65<br>50.8% | 44<br>34.4% | 4.02 | Agreed         |

Source: Primary Data from Questionnaire

The analysis of instructional delivery practices, as summarized in Table 4.3 reveals a strong tendency among teachers to positively rate their performance on various instructional aspects. These findings are detailed below.

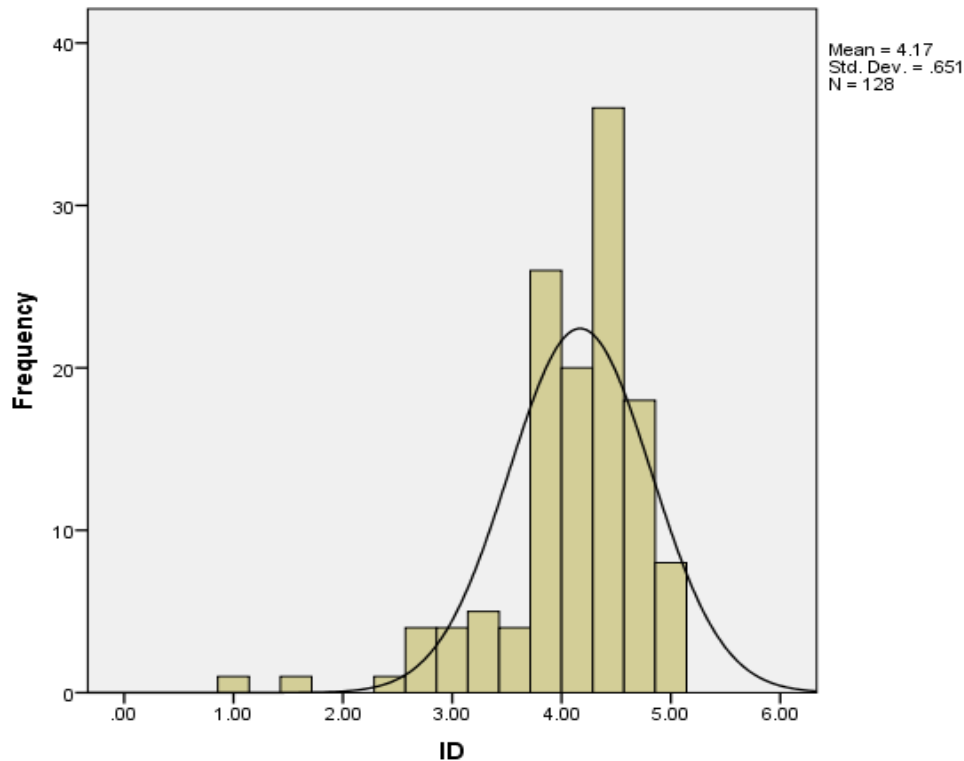
A significant majority (90.6%) of teachers agreed or strongly agreed with the statement I encourage students' constructive participation in the teaching-learning process. Only 8.6% of respondents disagreed or strongly disagreed, indicating that this is a widely practiced strategy. The mean score of 4.15 underscores this finding, confirming that fostering constructive student participation is a key priority in instructional delivery. Similarly, 91.5% of teachers agreed or strongly agreed that they use a variety of methods to enhance students' understanding of topics, while only 6.2% disagreed or strongly disagreed. The mean score of 4.26 highlights the prevalent use of diverse teaching methods to facilitate student comprehension. Addressing individual student needs also received high ratings, with 90.7% of teachers agreeing or strongly agreeing with this practice. Only 8.6% disagreed or strongly disagreed, and the mean score of 4.08 further supports the focus on individualization during teaching. Teachers also emphasized the use of real-life examples during instruction, with 91.5% agreeing or strongly agreeing with this approach and only 6.3% disagreeing or strongly disagreeing. This practice was supported by a high mean score of 4.27, reflecting its frequent application in classrooms.

Similarly, 90.7% of respondents agreed or strongly agreed that they adapt their teaching methods to make topics relevant, compared to 6.3% who disagreed or strongly disagreed. The mean score of 4.19 highlights the importance of methodological flexibility in instructional delivery. Adherence to curriculum schedules was another area of strength, with 85.2% of respondents agreeing or strongly agreeing that they teach the required curriculum according to the timetable. Only 12.5% disagreed or strongly disagreed, and the mean score of 4.22 reflects strong alignment with curriculum planning. Additionally, teachers reported actively engaging and motivating students, as evidenced by 85.2% agreeing or strongly agreeing with the statement "I engage, motivate, and maintain students' attention." The mean score of 4.02 indicates a concerted effort by teachers to sustain student interest.

An aggregate Instructional Delivery Index (ID) was computed using responses from all seven items. The descriptive statistics for the index show a mean of 4.17 and a median of 4.29, reflecting a high level of agreement among respondents regarding instructional delivery. The close proximity of the mean (4.17) and the median (4.29) suggests a relatively symmetric distribution (Figure 4.2), which is an essential characteristic of normality. The minimum and maximum scores for the instructional delivery index were 1.00 and 5.00, respectively, resulting in a range of 4.00. These findings confirm that teachers exhibit a high level of instructional delivery, as reflected in the consistently positive ratings across all evaluated items.

**Figure 4.2**

**Histogram on Instructional Delivery**



Source primary data

*4.2.3 Description of Assessment.* Respondents reacted to six items (A1-A6) each scaled using the five-point Likert. where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. After carrying out factor analysis

and reliability analysis all the items were valid and reliable measures of assessment.

Table 4.4 gives descriptive results on the items.

**Table 4.4**

| <b>Description of Assessment</b> |                                                               |             |             |             |             |             |          |                |
|----------------------------------|---------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|----------|----------------|
| Item                             | Indicators                                                    | SD          | D           | U           | A           | SA          | Mean     | Overall Rating |
| A1                               | I use different assessment methods to assess                  | 18<br>14.1% | 16<br>12.5% | 0.0<br>0.0% | 61<br>47.7% | 33<br>25.8% | 3.59     | Agree          |
| A2                               | I use self-made test to assess student                        | 7<br>5.5%   | 27<br>21.1% | 4<br>3.1%   | 61<br>47.7  | 29<br>22.7  | 3.61     | Agree          |
| A3                               | I use assessment results to improve teaching process.         | 13<br>10.2% | 21<br>16.4% | 6<br>4.7%   | 62<br>48.4% | 26<br>20.3% | 3.52     | Agree          |
| A4                               | I share educational assessment results with students          | 14<br>10.9% | 29<br>29.7  | 6<br>4.7%   | 57<br>4.5%  | 19<br>17.2% | 3.34     | Undecided      |
| A5                               | I discuss educational assessment results with of the students | 27<br>21.1% | 19<br>14.8% | 4<br>3.1%   | 59<br>46.1% | 19<br>14.8% | 3.19     | Undecided      |
| A6                               | I maintain personal file educational assessment               | 17<br>13.3% | 16          | 10          | 63          | 22          | 3.4<br>5 | Undecided      |

|          |      |     |      |      |
|----------|------|-----|------|------|
| record   | 12.5 | 7.8 | 49.2 | 17.2 |
| properly | %    | %   | %    | %    |

Source: Primary Data Questionnaire

The analysis of teachers' assessment practices, presented in (Table 4.4) reveals key data into how teachers utilize various methods to assess student performance.

For the item titled "I use different assessment methods to assess students" (A1), a substantial majority of respondents (73.5%) either agreed or strongly agreed, while only 26.6% disagreed or strongly disagreed. This suggests that the use of diverse assessment methods is a common practice among teachers. The mean score of 3.59 further supports this finding, indicating that most teachers acknowledge the importance of using multiple assessment methods.

Similarly, for the item "I use self-made tests to assess students" (A2), 70.4% of respondents agreed or strongly agreed, compared to 26.6% who disagreed or strongly disagreed. This suggests that teacher-made tests are widely regarded as an important tool for assessing students' performance. The mean score of 3.61 reinforces the idea that self-created assessments are commonly used by teachers in their evaluation processes.

Regarding the item "I use assessment results to improve the teaching process" (A3), 68.7% of teachers agreed or strongly agreed, while 26.6% disagreed or strongly disagreed. This implies that a majority of teachers actively use assessment outcomes to enhance their teaching practices. The mean score of 3.52 indicates a moderate level of agreement with this practice.

On the item "I share educational assessment results with students' learning" (A4), a smaller proportion of teachers (21.7%) agreed or strongly agreed, compared to 40.6% who disagreed or strongly disagreed. This suggests that sharing assessment results with students is less commonly practiced. The mean score of 3.34 reflects this lower level of agreement, indicating that this aspect of assessment might be less emphasized in teachers' practices.

In the item "I discuss educational assessment results with students' families" (A5), 60.9% of respondents either agreed or strongly agreed, while 35.9% disagreed or strongly disagreed. This indicates that a majority of teachers engage families in discussions about their children's academic progress. The mean score of 3.19

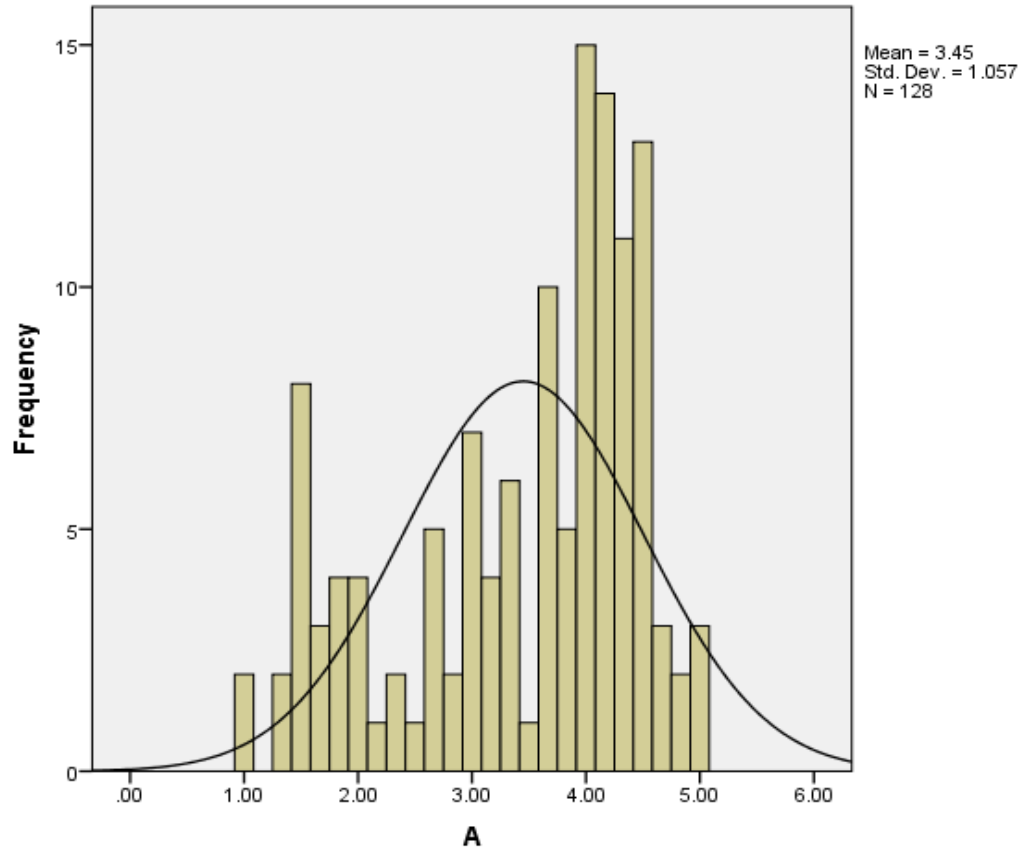
emphasizes the prevalence of such interactions, suggesting that discussing assessment results with families is a common but not universal practice.

Finally, for the item "I maintain students' personal files/educational assessment records properly" (A6), 66.4% of respondents agreed or strongly agreed, while 25.8% disagreed or strongly disagreed. This indicates that most teachers are diligent in maintaining accurate records of students' academic progress. The mean score of 3.48 underscores the significance of record-keeping in the assessment process.

An aggregate Assessment Index was calculated using responses from all six items. The descriptive statistics for the index reveal a mean of 3.45, a median of 3.83. The mean and median values indicate a moderate level of agreement among respondents regarding assessment practices. The difference between the mean and median indicates a slight skewness in the distribution (Figure 4.3). The range of scores was 4.00, indicating variability in the responses, with a minimum score of 1.00 and a maximum score of 5.00. These findings suggest that while most teachers exhibit positive assessment practices, there is considerable variability in how teachers implement these strategies in their classrooms.

**Figure 4.3**

**Histogram on Assessment**



Source: Primary Data

*4.2.4 Description of Classroom Management.* Respondents reacted to five items (CM1-CM5) each scaled using the five-point Likert, where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. All factor analysis and reliability analysis scale were valid and reliable. (Table 4.5) gives the descriptive results on all items.

**Table 4.5****Description of Classroom Management**

| Item | Indicator                                                             | SD          | D           | U         | A           | SA          | Mean | Overall Rating |
|------|-----------------------------------------------------------------------|-------------|-------------|-----------|-------------|-------------|------|----------------|
| CM1  | I involve students in development of classroom discipline rules.      | 13<br>10.2% | 8<br>6.3%   | 2<br>1.6% | 60<br>46.9% | 45<br>35.2% | 3.91 | Agreed         |
| CM2  | I encourage students on an ideal behavior in classroom                | 6<br>4.7%   | 12<br>9.4%  | 5<br>3.9% | 76<br>59.4% | 29<br>22.7% | 3.86 | Agreed         |
| CM3  | I take notice of student's unwanted actions immediately in classroom. | 15<br>11.7% | 10<br>7.8%  | 4<br>3.1% | 67<br>52.3% | 32<br>25.0% | 3.71 | Agreed         |
| CM4  | I discourage students 'misbehavior in a suitable way.                 | 6<br>4.7%   | 14<br>10.9% | 3<br>2.3% | 65<br>50.8% | 40<br>31.3% | 3.93 | Agreed         |
| CM5  | I use different rewards to improve classroom management               | 6<br>4.7%   | 14<br>10.9% | 3<br>2.3% | 65<br>50.8% | 40<br>31.3% | 3.84 | Agreed         |

**Source: Primary Data Questionnaire**

The analysis of classroom management practices, as shown in (Table 4.5), highlights several key aspects of how teachers manage classroom discipline and encourage appropriate behavior.

For the item "I involve students in the development of classroom discipline rules" (CM1), the majority of respondents (82.1%) agreed or strongly agreed, indicating that most teachers actively involve students in creating the rules for classroom behavior. This practice is further supported by a mean score of 3.91, suggesting that it is a common and valued approach to fostering discipline in the classroom.

Similarly, for the item "I encourage students on ideal behavior in the classroom" (CM2), 82% of respondents agreed or strongly agreed, with only 14.1% expressing disagreement. This indicates that a significant proportion of teachers focus on promoting positive behavior and encouraging students to exhibit ideal conduct. The mean score of 3.86 highlights that this is a widely practiced strategy.

In regard to the item "I take notice of students' unwanted actions immediately in the classroom" (CM3), 77.3% of teachers agreed, while 19.5% disagreed. This shows that the majority of teachers are vigilant in addressing undesirable behaviors promptly. The mean score of 3.71 supports the idea that teachers are proactive in managing student behavior.

For the item "I discourage students' misbehavior in a suitable way" (CM4), 82% of respondents agreed or strongly agreed, while 15.6% disagreed. This suggests that teachers use appropriate and effective methods to address misbehavior in the classroom. The mean score of 3.93 reinforces this finding, highlighting the importance of using constructive strategies for discipline.

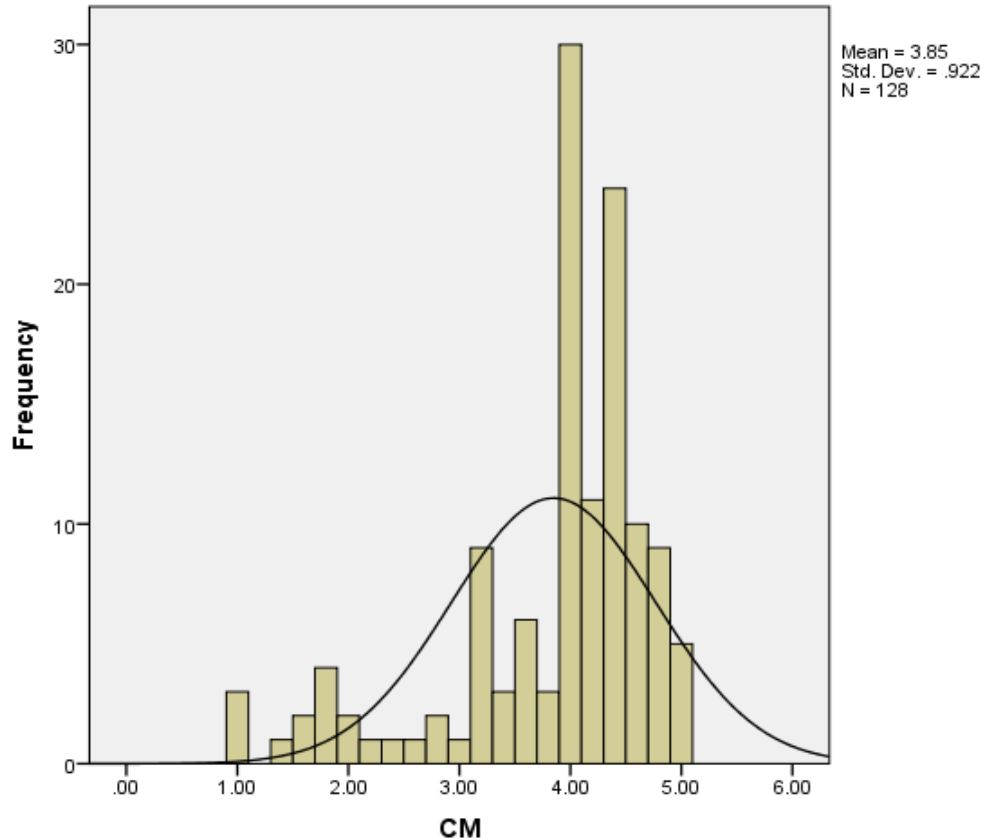
Lastly, for the item "I use different rewards to improve classroom management" (CM5), 82.1% of teachers agreed or strongly agreed, while 15.6% disagreed. This indicates that a significant number of teachers utilize a variety of rewards as part of their classroom management practices. The mean score of 3.84 suggests that reward systems are an integral part of how teachers manage their classrooms.

An aggregate Classroom Management Index (CM) was computed using responses from all five items. The descriptive statistics for this index reveal a mean of 3.85 and a median of 4.00, indicating a high level of agreement among respondents regarding classroom management practices. The close alignment between the mean and median suggests that the distribution is approximately symmetric (Figure 4.4), which aligns with a characteristic of normal distributions. The range of scores was 4.00, with

a minimum score of 1.00 and a maximum score of 5.00, showing a broad spectrum of responses.

**Figure 4.4**

**Histogram on Classroom Management**



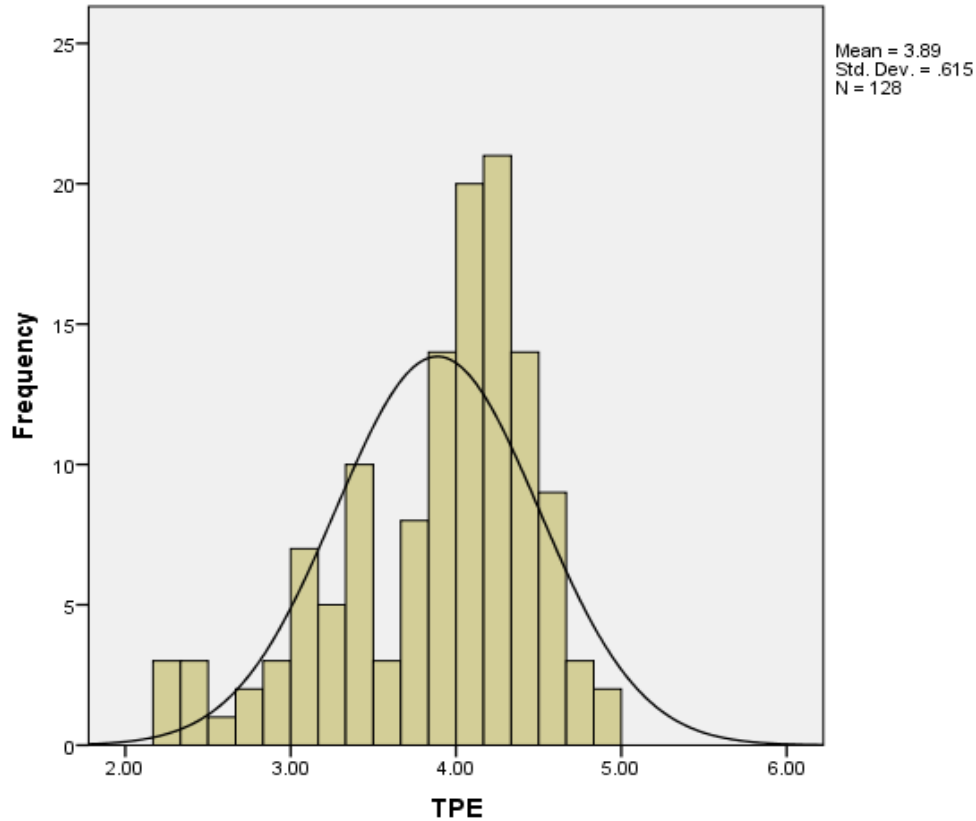
Source: Primary Data

*4.2.5 Index on Teacher performance (TPE).* The index for Teacher Performance (TPE) was computed as the average of the four constructs: Teaching Preparation (TP), Instructional Delivery (ID), Assessment (A), and Classroom Management (CM), resulting in an overall mean of 3.89 and median of 4.06. These values suggest a generally positive perception of teacher performance among the respondents, as both the mean and median are above the neutral point (which is 3 on a 5-point scale). The mean of 3.89 is slightly lower than the median of 4.06, indicating a slight leftward skew in the distribution (Figure 4.5). This suggests that while most respondents rated teacher

performance highly, there is a small group of respondents who rated it less favorably, which is pulling the mean slightly lower than the median of 4.06.

**Figure 4.5**

**Histogram on Teacher Performance (TPE)**



Source: Primary Data

### **4.3 Description of Welfare Factors**

Welfare factors were operationalized in terms of three constructs namely: Working condition for teachers, rewards and fringe benefits.

*4.3.1 Description of Working Conditions.* Working conditions had three aspects namely; accommodation, provision of meals and safe work environment.

*4.3.1.1 Description of Accommodation.* Respondents reacted to seven items (AC1-AC7) each scaled using the five-point Likert. where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. All (AC1 and AC7) were valid and reliable. (Table 4.6) gives the descriptive results on these seven items

**Table 4.6****Description of Accommodation**

| Items | Indicators                                                                                | SD          | D           | U           | A           | SA         | Mean | Overall Rate |
|-------|-------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|------------|------|--------------|
|       | The accommodation provided by the school meets my basic living needs                      | 60<br>46.9% | 33<br>25.8% | 9<br>7.0%   | 21<br>16.4% | 3<br>3.9%  | 2.05 | Disagreed    |
| AC2   | The size of the accommodation is sufficient for my needs.                                 | 50<br>39.1% | 43<br>33.6% | 13<br>10.2% | 20<br>15.6% | 2<br>1.6%  | 2.07 | Disagreed    |
| AC3   | The condition of the accommodation is well-maintained and in good repair                  | 51<br>39.6% | 45<br>35.2% | 11<br>8.6%  | 21<br>16.4% | 00<br>0.0% | 2,02 | Disagreed    |
| AC4   | The accommodation is located in a safe and secure area.                                   | 49<br>38.3% | 39<br>30.5% | 11<br>8.6%  | 20<br>15.6% | 9<br>7.0%  | 2.23 | Disagreed    |
| AC5   | The accommodation provides a comfortable living environment                               | 49<br>38.3% | 39<br>30.5% | 13<br>10.2% | 21<br>16.4% | 6<br>4.7%  | 2.19 | Disagreed    |
| AC6   | The proximity of the accommodation to the school conveniences and reduces commuting time. | 44<br>34,4% | 42<br>32.8% | 10<br>7.8%  | 25<br>19.5% | 7<br>5.5%  | 2.23 | Disagreed    |
| AC7   | The school provides support and assistance in addressing any accommodation issues         | 49<br>38.3% | 40<br>31.3% | 10<br>7.8%  | 24<br>18.8% | 5<br>3.9   | 2.19 | Disagreed    |

Source: Primary Data

The analysis of accommodation provided to teachers, as detailed in Table 4.6, reveals several concerns regarding the adequacy and quality of the accommodation. For the item "The accommodation provided by the school meets my basic living needs" (AC1), a significant majority of respondents (73%) disagreed, indicating that the accommodation did not meet the basic living needs of teachers. This is further supported by a mean score of 2.05, suggesting general dissatisfaction with the living conditions provided. Similarly, for "The size of the accommodation is sufficient for my needs" (AC2), 73% of respondents disagreed, highlighting that the accommodation size was inadequate for teachers' needs. Only 17.2% agreed, further indicating that the space provided did not align with the requirements of the teachers. The mean score of 2.07 reflects this inadequacy. Regarding the "condition of the accommodation is well-maintained and in good repair" (AC3), 67% of respondents disagreed, suggesting that the accommodation was not well-maintained or in good repair. Only 25% agreed with this statement, reinforcing the perception that the accommodation was not properly cared for. The mean score of 2.02 further supports this finding.

In terms of the "accommodation is located in a safe and secure area" (AC4), 70% of respondents disagreed, indicating concerns about the safety and security of the location. Only 22.7% agreed, pointing to the significant insecurity faced by the teachers in their living areas. This concern is reflected in the mean score of 2.23. The item "Accommodation provides a comfortable living environment" (AC5) also received a strong negative response, with 75% of respondents disagreeing. This suggests that the living environment was not comfortable, which is a key factor in teachers' overall satisfaction with their accommodation. The mean score of 2.19 supports this negative assessment.

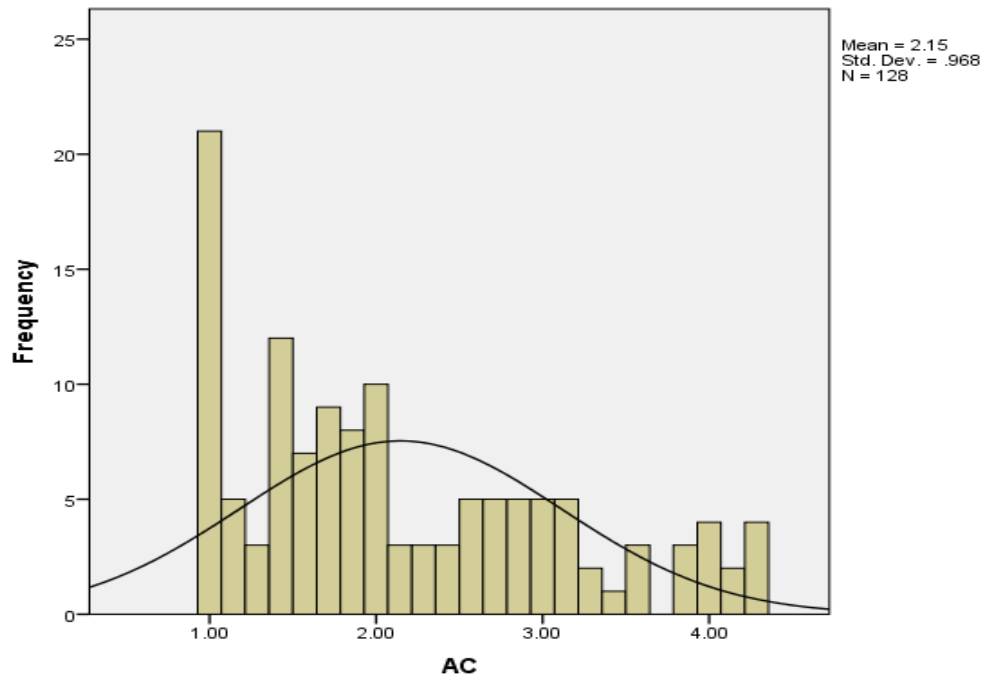
On the item "The proximity of the accommodation to the school enhances convenience and reduces commuting time" (AC6), 69% of respondents disagreed, indicating that the accommodation was not conveniently located near the school. Despite this, 22.6% of respondents agreed, suggesting that some teachers still found the proximity to be beneficial. The mean score of 2.19 reflects the overall dissatisfaction

with commuting convenience. For the item "The school provides support and assistance in addressing any accommodation-related issues or concerns" (AC7), 69% of respondents disagreed, indicating a lack of support from the school in dealing with accommodation-related problems. This highlights a significant gap in addressing teachers' accommodation concerns. The mean score of 2.19 further emphasizes this lack of assistance.

The overall summary of accommodation satisfaction shows a mean score of 2.15 and a median of 1.86, indicating that most responses were below the neutral point on the scale. This suggests a general dissatisfaction with the accommodation provided. The disparity between the mean and median implies a slight skewness in the distribution (Figure 4.6) of respondents. The range of scores was 3.29, from a minimum of 1.00 to a maximum of 4.29, demonstrating a wide variation in teachers' experiences with their accommodation

**Figure 4. 6**

**Histogram on Accommodation**



**Source: Primary Data**

4.3.1.2 *Description of Provision of Meals to Teachers.* Respondents reacted to eight items (PM1-PM8) each scaled using the five-point Likert, where 1=strongly

disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. All (PM1 - PM8) were valid and reliable.

Table 4.7 gives the descriptive results on these eight items.

**Table 4.7**

**Description of Provision of Meals to Teachers**

| Item | Indicator                                                          | SD          | D           | U          | A           | SA          | Mean | Overall Rating |
|------|--------------------------------------------------------------------|-------------|-------------|------------|-------------|-------------|------|----------------|
| PM1  | The school consistently provides nutritious meals for teachers     | 20<br>15.6% | 31<br>24.2% | 6<br>4.7%  | 56<br>43.8% | 15<br>11.7% | 3.12 | Undecided      |
| PM2  | The school ensures a variety of food options.                      | 23<br>18.0% | 38<br>29.7% | 5<br>3.9%  | 51<br>39.9% | 11<br>8.6%  | 2.91 | Undecided      |
| PM3  | The school considers special dietary requirements and accommodates | 27<br>21.1% | 35<br>27.3% | 10<br>7.8% | 45<br>35.2% | 11<br>8.6%  | 2.83 | Undecided      |
| PM4  | The meals provided by the school are of high quality               | 19<br>14.8% | 41<br>32.0% | 4<br>3.1%  | 47<br>36.7% | 17<br>13.3% | 3.02 | Undecided      |
| PM5  | The meals provided by the school are of high quality               | 10<br>7.8%  | 26<br>20.3% | 8<br>6.3%  | 63<br>49.2% | 21<br>16.4% | 3.46 | Undecided      |
| PM6  | The school provides meals at appropriate times                     | 17<br>13.3% | 30<br>23.4% | 12<br>9.4% | 57<br>44.5% | 12<br>9.4%  | 3.13 | Undecided      |
| PM7  | The school promotes a positive dining environment                  | 15<br>11.5% | 33<br>25.8% | 9<br>7.0%  | 57<br>44.5% | 14<br>10.9% | 3.17 | Undecided      |
| PM8  | The school seeks feedback from teachers                            | 17<br>13.3% | 37<br>28.9% | 9<br>7.0%  | 49<br>38.3% | 16<br>12.5% | 3.08 | Undecided      |

Source: Primary Data from Questionnaire

Table 4.7 presents an analysis of the working conditions related to the provision of meals for teachers. For the item "The school consistently provides nutritious meals for teachers" (PM1), a majority of respondents (55.5%) agreed, indicating that most teachers receive meals at their schools. This is further emphasized by a mean score of 3.12, suggesting general satisfaction with the provision of meals. However, in "The school ensures a variety of food options to promote a balanced diet" (PM2), 48.4% of respondents agreed, but almost an equal percentage (47.7%) disagreed. This indicates that while meals are provided, there is limited variety in food options, which may affect the balance and nutritional value of the meals. The mean score of 2.91 further supports this imbalance in meal variety. Regarding the statement "The school considers special dietary requirements and accommodates them accordingly" (PM3), 48.4% of respondents disagreed, highlighting that the school does not meet special dietary needs, with only 43.8% agreeing to the contrary. This indicates that teachers with specific dietary requirements may not have their needs sufficiently addressed. For the item "The meals provided by the school are of high quality and hygienically prepared" (PM4), 50% of respondents agreed, suggesting that the meals provided are generally of good quality and prepared hygienically. However, 46.9% disagreed, reflecting a split opinion on the quality of the meals.

The statement "The school provides meals at appropriate times during the day to avoid disruptions to teaching" (PM5) was supported by a majority (65.6%) of respondents, who agreed that meal times were well-scheduled to prevent interruptions in teaching. This is confirmed by the mean score of 3.46, indicating a high level of satisfaction with the timing of meals.

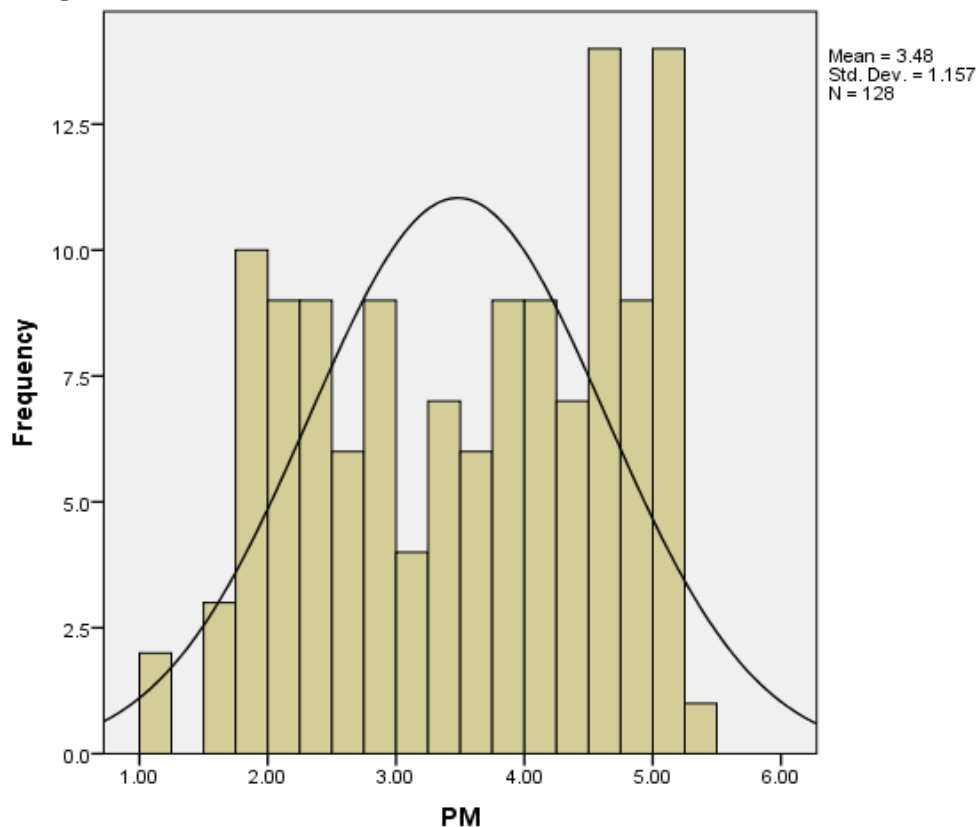
In terms of the dining environment, 53.8% of respondents agreed that the school promotes a positive dining environment encouraging social interaction among teachers, while 36.7% disagreed. This suggests that many teachers view the dining experience as conducive to social engagement. Additionally, 55.5% of respondents agreed that the portion sizes of the meals provided by the school were sufficient and satisfying, indicating that the meals meet their hunger needs. Finally, for the item "The school seeks feedback from teachers regarding the quality and variety of meals

provided" (PM8), 50.8% of respondents agreed, indicating that the school values input from teachers on the meals provided. This is further emphasized by a mean score of 3.08, suggesting a moderate level of teacher satisfaction with the feedback process.

The overall analysis of meal provisions for teachers indicates a generally positive reception, reflected in a mean score of 3.48 and a median of 3.63. The closeness of the mean and median suggests a relatively symmetric distribution (Figure 4.7) The range of 4.13, from a minimum of 1.13 to a maximum of 5.25, further supports the indicates in response

**Figure 4. 7**

**Histogram on Provision of Meals**



Source: Primary Data

4.3.1.3 *Description of Safe Work Environment for Teachers.* Respondents reacted to ten items (SWE1-SWE10) each scaled using the five-point Likert. where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed.

However, factor analysis and reliability analysis scale (SWE3, SWE7, SWE8, SWE9 &SWE10) were valid and reliable. (Table 4.8) gives the descriptive results on these five items. Table 4.3.3 gives the descriptive results on these seven items

**Table 4.8**

**Description Safe Work Environment to Teachers**

| Item  | Indicator                                                                               | SD          | D           | U          | A           | SA          | Mean  | Overall Rating |
|-------|-----------------------------------------------------------------------------------------|-------------|-------------|------------|-------------|-------------|-------|----------------|
| SWE3  | The school maintains a clean and well-organized environment, reducing potential hazards | 19<br>14.8% | 36<br>28.1% | 8<br>6.3%  | 54<br>42.2% | 11<br>8.6%  | 3.02  | Undecided      |
| SWE7  | The school administration promptly addresses safety issues                              | 23<br>18.0% | 35<br>27.3% | 11<br>8.6% | 46<br>35.9% | 13<br>10.2% | 2.93% | Undecided      |
| SWE8  | I feel supported in reporting safety concerns to the school                             | 12<br>9.4%  | 33<br>25.8% | 12<br>9.4% | 55<br>43.0% | 16<br>12.5% | 3.23  | Undecided      |
| SWE9  | The school takes measures to prevent bullying                                           | 19<br>14.8% | 25<br>19.5  | 7<br>5.5%  | 53<br>41.4% | 24<br>18.8% | 3.3   | Undecided      |
| SWE10 | The school premises are well-lit and monitored                                          | 21<br>16.4% | 43<br>33.6% | 3<br>2.3%  | 45<br>35.2% | 16<br>12.5% | 2.94  | Undecided      |

Source: Primary Data from Questionnaire

Table 4.8 presents an analysis of the safe work environment for teachers. Regarding the statement "The school maintains a clean and well-organized environment, reducing potential hazards" (SWE3), 65 respondents (50.4%) agreed, indicating that the school maintains a clean and well-organized environment. However, 42.9% disagreed with the statement, suggesting that some teachers do not perceive the environment as adequately organized or safe. The mean score of 3.02 further reflects this division in opinion, highlighting a general positive view with some reservations. For the statement "The school administration promptly addresses safety issues and concerns raised by teachers" (SWE7), 46 respondents (35.9%) agreed, suggesting that some safety concerns are addressed promptly, while 45.3% disagreed, indicating a lack of consistent responsiveness from the administration. The mean of 2.93 reflects this mixed response, with many teachers feeling that safety concerns may not always be addressed in a timely manner. In "I feel supported in reporting safety concerns to the school management" (SWE8), 71 respondents (55.5%) agreed, indicating that most teachers feel supported when reporting safety issues. However, 35.2% disagreed, suggesting that there is still room for improvement in creating an environment where all teachers feel confident in reporting concerns. This positive sentiment is supported by the mean of 3.23, which suggests a favorable perception of support in safety matters.

For the statement "The school takes measures to prevent bullying and create a positive and respectful environment" (SWE9), 77 respondents (60.2%) agreed, highlighting that schools take proactive steps to address bullying and foster a positive environment. This is further emphasized by the mean score of 3.3, which indicates that the majority of teachers feel that these measures are effective in creating a respectful school atmosphere.

In the statement "The school premises are well-lit and monitored to enhance security" (SWE10), 64 respondents (50.0%) disagreed, suggesting that half of the respondents felt that their school's premises were not adequately lit or secured. This concern about security is underscored by the mean of 2.94, reflecting a somewhat divided opinion on the adequacy of lighting and security measures.

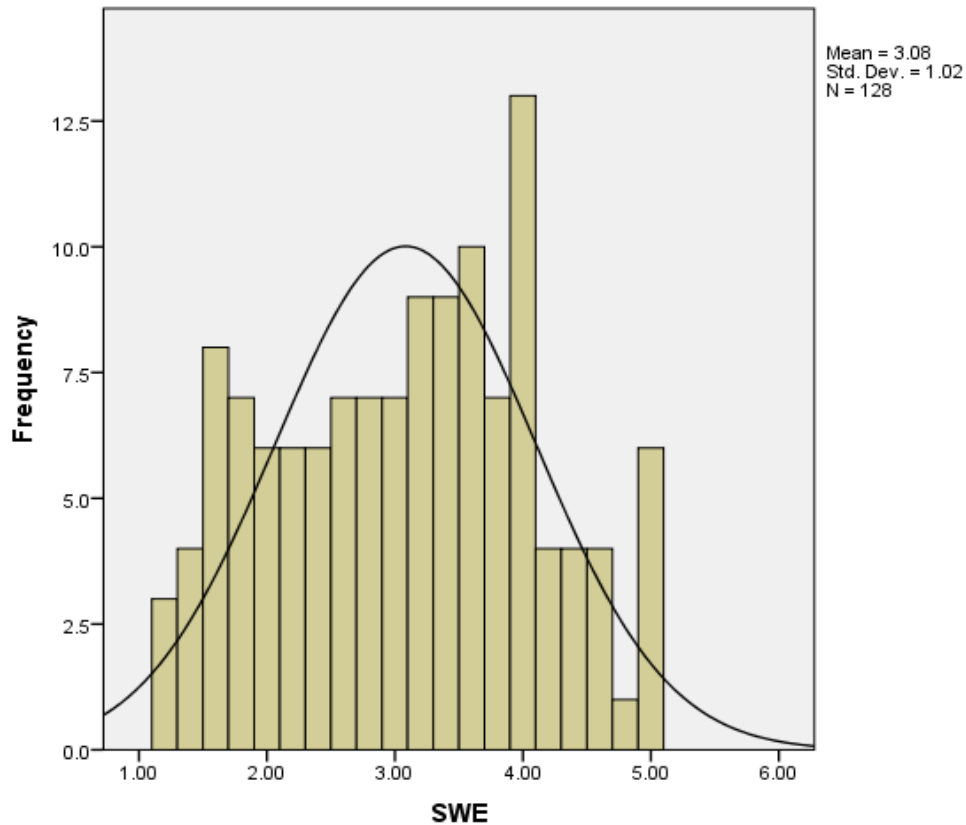
The overall analysis of the safe work environment yielded a mean score of 3.08 and a median of 3.20, indicating a moderate level of agreement among respondents regarding

safety conditions. The close alignment between the mean and median suggests a relatively balanced distribution of responses

(Figure 4.8). The range of 3.80, from a minimum of 1.0 to a maximum of 5.0, suggests notable disparities in perceptions of workplace safety, indicating that while some respondents perceived the environment as highly safe, others reported significantly lower levels of safety

**Figure 4. 8**

**Histogram on Safe Work Environment for Teachers**



Source: Primary Data

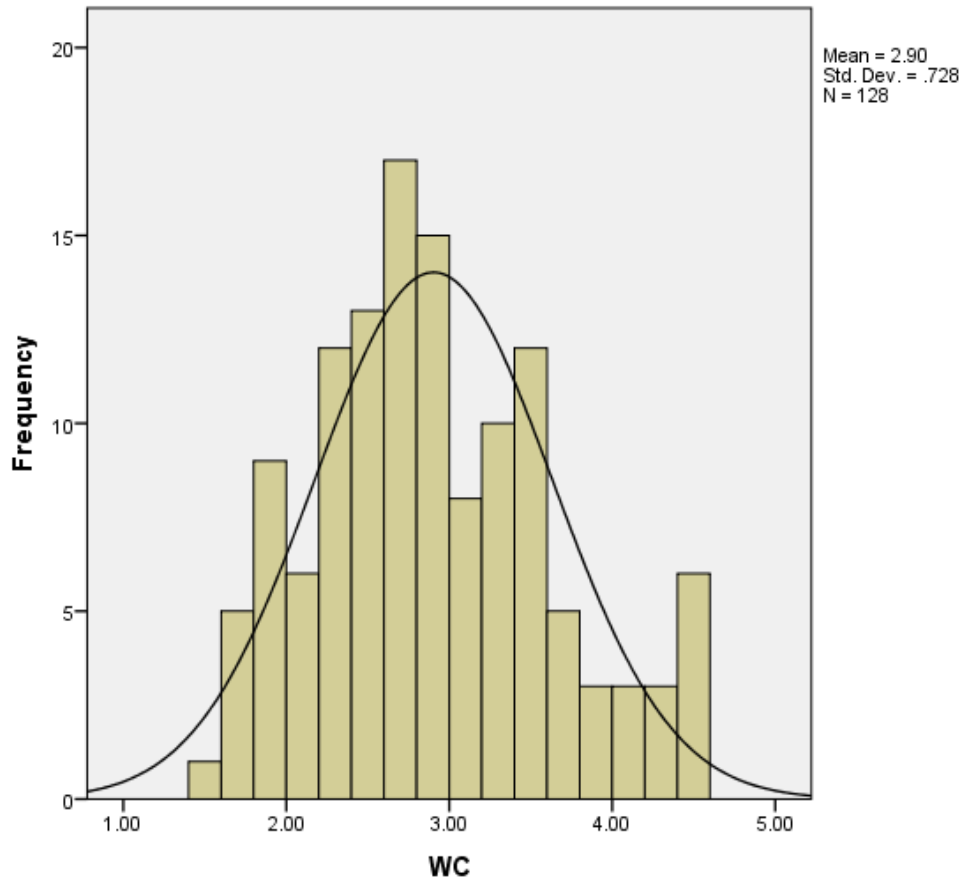
*4.3.1.4 Index of Working Conditions.* For subsequent analysis, the index for working conditions was computed as the average of three key constructs: accommodation, provision of meals, and a safe work environment. The results showed a mean of 2.90 and a median of 2.81. The small difference between the mean and median suggests a relatively symmetrical distribution of responses, indicating that most

teachers provided similar ratings for working conditions. However, the mean (2.90) falls on the lower side of the scale, suggesting that, overall, and respondents perceived their working conditions as suboptimal or inadequate.

(Figure 4.9) further illustrates the distribution of responses, showing how teachers' perceptions of working conditions vary within the sample.

**Figure 4. 9**

**Histogram on Teachers' Perceptions of Working Conditions**



Source: Primary Data

### 4.3.2 Description of Rewards.

Rewards had three elements namely; financial, non-financial, and social rewards.

*4.3.2.1 Description of Financial Rewards to Teachers.* Respondents reacted to eight items (FR1- FR8) each scaled using the five-point Likert. where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. However, the factor analysis and reliability analysis scale indicated that only four items (FR1,

FR2, FR3, FR7) were valid and reliable. (Table 4.9) gives the descriptive results on these four items.

**Table 4.9**

**Description of Financial Rewards**

| Item | Indicators                                                                                 | SD          | D           | U         | A           | SA          | Mean | Over<br>all<br>Ratin<br>g |
|------|--------------------------------------------------------------------------------------------|-------------|-------------|-----------|-------------|-------------|------|---------------------------|
| FR1  | The salary I receive adequately reflects my qualifications and experience as teacher       | 71<br>55.5% | 31<br>24.2% | 3<br>2.3% | 20<br>15.6% | 3<br>2.3%   | 1.85 | Disag<br>reed             |
| FR2  | I believe that the salary scale for teachers in this school is fair and competitive        | 68<br>53.1% | 37<br>28.9% | 3<br>2.3% | 20<br>15.6% | 0.0<br>0.0% | 1.8  | Disag<br>reed             |
| FR3  | I am satisfied with the level of salary increments and benefits provided by the government | 71<br>55.5% | 34<br>26.6% | 6<br>4.7% | 16<br>12.5% | 1<br>0.8%   | 1.77 | Disag<br>reed             |
| FR7  | The salary I receive enables me to meet my financial obligations                           | 58<br>45.3% | 40<br>31.3% | 4<br>3.1% | 23<br>18.0% | 3<br>2.3%   | 2.01 | Disag<br>reed             |

Source: Primary Data from Questionnaire

Table 4.9 item (FR1) showed that the salary teachers receive adequately reflects their qualifications and experience as a teacher, 101 (79.7%) of the respondents disagreed with the statement as compared to 23 (17.9%) agreed. This implies that the teachers receive inadequate salaries which are commensurate to their qualifications and emphasized by a mean of 1.85 On the statement in item (FR2), teachers believe that the salary scale for teachers in this school is fair and competitive, 105 (82%) disagreed with the statement as compared to 20 (15.6%) that agreed. Also, on teachers satisfied with

the level of salary increments and benefits provided by the government, a majority 105 (82%) disagreed, and only 17 (13.3%) agreed. This means that teachers are not satisfied with the level of salary increments and benefits provided by the Government. This rating was emphasized mean of 1.8.

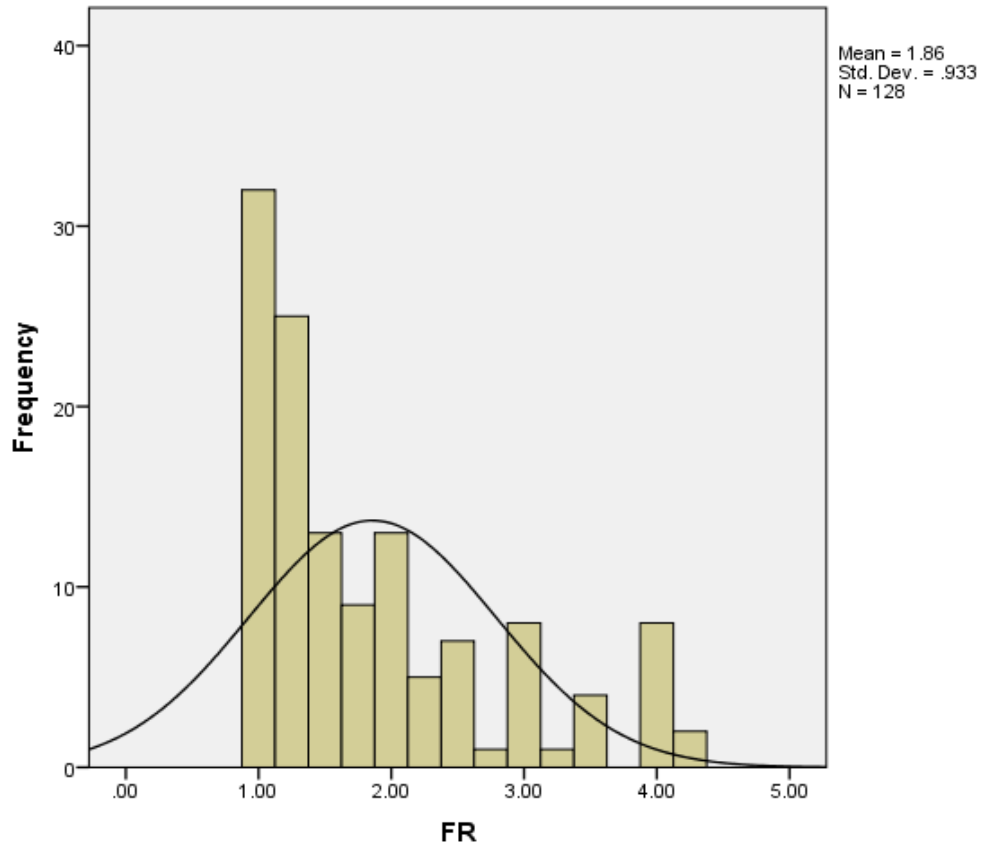
Similarly, item (FR3) on the school provides opportunities for additional income through extra duties or professional development activities. A majority of respondents, 85 (66.4%), disagreed with the statement as compared to 37 (28.9%) that agreed. Therefore, the schools had not provided opportunities for additional income to their teachers, and this was further emphasized by a score of 1.77. On item (FR7), the salary teachers receive enables them to meet their financial obligations and maintain a decent standard of living; 98 (76.6%) of the respondents disagreed as compared to 26 (20.3%). This implies that the salary a teacher receives does not enable them to meet their financial obligations and maintain a decent standard of living. This is further emphasized by a mean score of 2.01

Finally, under this working condition of financial rewards, 80 (62.6%) of the respondents disagreed that the teachers believe that the school considers the efforts and dedication of teachers when determining compensation and 41 (32.0%) agreed to the statement. This implies the teachers do not believe that the school considers their efforts and dedication when determining compensation.

The computed average index for financial rewards, based on the four items (FR1, FR2, FR3, and FR7), resulted in a mean score of 1.86 and a median of 1.50. This indicates that, on average, respondents were dissatisfied with the financial rewards provided. The mean being higher than the median suggests a slight skewness toward lower values (Figure 4.10). The minimum value recorded was 1.00 and the maximum value recorded was 4.25 with a resultant range registered at 3.25 indicating that there was a high disparity rating.

**Figure 4. 10**

**Histogram on Financial Rewards**



Source: Primary Data

4.3.2.2 *Description of Non-Financial Rewards to Teachers.* Respondents reacted to five items (NFR1- NFR5) each scaled using the five-point Likert, where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. All (NFR1- NFR5) were valid and reliable. Table 4.10 gives the descriptive results on these five items. Table 4.10 Description of Non-financial rewards (n=128) are presented in Table 4.10 below.

**Table 4.10**

| <b>Description of Non-Financial Rewards</b> |                                                                                  |             |             |           |             |             |      |                |
|---------------------------------------------|----------------------------------------------------------------------------------|-------------|-------------|-----------|-------------|-------------|------|----------------|
| Items                                       | Indicators                                                                       | SD          | D           | U         | A           | SA          | Mean | Overall Rating |
| NFR1                                        | My supervisor recognizes the quality of the work that I do                       | 17<br>13.3% | 13<br>10.2% | 6<br>4.7% | 71<br>55.5% | 21<br>16.4% | 3.52 | Agreed         |
| NFR2                                        | My supervisor assigns me work that fits my level of qualification                | 9<br>7.0%   | 17<br>13.3% | 7<br>5.5% | 71<br>55.1% | 24<br>18.8% | 3.66 | Agreed         |
| NFR3                                        | My supervisor appreciates my skills and knowledge                                | 11<br>8.6%  | 17<br>13.3% | 4<br>3.1% | 66<br>51.6% | 30<br>23.4% | 3.68 | Agreed         |
| NFR4                                        | My supervisor comments on the level of professionalism I exhibit through my work | 23<br>18.0% | 22<br>17.2% | 9<br>7.0% | 60<br>46.9% | 14<br>10.9% | 3.16 | Agreed         |
| NFR5                                        | My supervisor comments on the level of professionalism goals other targets       | 20<br>15.6% | 19<br>14.8% | 8<br>6.3% | 70<br>54.7% | 11<br>8.6%  | 3.26 | Agreed         |

Source: Primary Data from Questionnaire

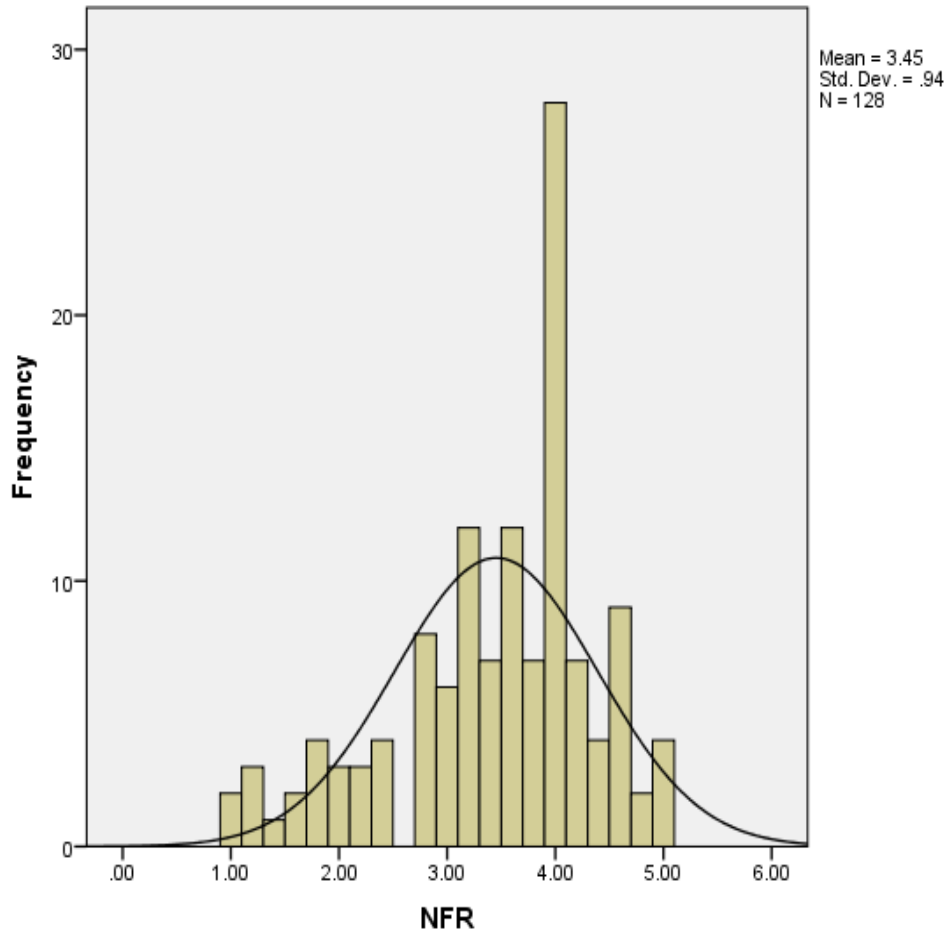
The table 4.10 item (NFR1) shows that the teacher's supervisor recognizes the quality of the work that they do, 92 (71.9%) agreed and 30 (23,5%) disagreed. This implies that supervisors recognize the quality of the Work they do. On items (NFR2) the teachers' supervisors assign them work that fits their level of qualification, 94 (74.3%) of the respondents agreed and 30 (23.6%) disagreed with the statement. This means that a majority of teachers are assigned work that fits their qualifications by their supervisors.

Similarly, 96 (75,0%) of the respondents agreed on the statement that their supervisor appreciates their skills and knowledge as compared to 28 (21.9%) who disagreed. This implies teachers' supervisors appreciate their skills and knowledge. Also, in item (NFR4) 75 (54.8%) of the respondents agreed with their supervisors' comments on the level of professionalism they exhibit through their work and only 45 (35,2%) disagreed. This implies that teachers' supervisors comment on the level of professionalism they exhibit through their work. Finally, in item NFR5) under this working condition of non-financial rewards, 83 (63.3%) of the respondents agreed that the teachers' supervisors' comments on the level of professionalism goals of other targets, and 39 (30.9%) disagreed with the statement. This implies that the teachers' supervisors comment on the level of professionalism goals and other targets.

The computed average index for the five items on non-financial rewards (NFR1 to NFR5) yielded a mean score of 3.45 and a median of 3.60. These results indicate a moderate to high level of agreement among respondents regarding the non-financial rewards. The mean value is slightly lower than the median, suggesting a slight skew toward the lower end of the scale, but overall, the distribution is relatively balanced (Figure 4.11). This reflects that respondents generally perceive non-financial rewards positively, with some variation in the responses.

**Figure 4. 11**

**Histogram on None -Financial Rewards**



Source: Primary Data

*4.3.2.3 Description of Social Rewards to Teachers.* Respondents reacted to nine items (SR1-SR9) each scaled using the five-point Likert, where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. However, the factor analysis and reliability analysis scale indicated that seven items (SR1 - SR7) were valid and reliable. Table 4.11 gives the descriptive results on these four items. (NFR1- NFR5 were valid and reliable. Table 4.11 gives the descriptive results on these seven items.

**Table 4.11****Description of Social Rewards**

| Items | Indicators                                                                      | SD          | D           | U          | A           | SA          | Mean | Overall Rating |
|-------|---------------------------------------------------------------------------------|-------------|-------------|------------|-------------|-------------|------|----------------|
| SR1   | Teachers jointly plan and prepare teaching strategies and procedures            | 10<br>7.8%  | 19<br>14.8% | 4<br>3.1%  | 81<br>63.3% | 14<br>10.9% | 3.55 | Agreed         |
| SR2   | Teachers in this school make collective agreement to test an idea               | 8<br>6.3%   | 15<br>11.7% | 5<br>3.9%  | 82<br>64.1% | 18<br>14.1% | 3.68 | Agreed         |
| SR3   | Teachers in our school encourage each other to contribute ideas and suggestions | 10<br>7.8%  | 22<br>17.2% | 7<br>5.5%  | 76<br>59.4% | 13<br>10.2% | 3.47 | Agreed         |
| SR4   | Teachers often ask each other about classroom management ideas                  | 14<br>10.9% | 22<br>17.2% | 7<br>5.5%  | 72<br>56.3% | 13<br>10.2% | 3.38 | Undecided      |
| SR5   | Teachers in our school like to share what they have learned or want to learn    | 19<br>14.8% | 28<br>21.9% | 10<br>7.8% | 58<br>45.3% | 13<br>10.2% | 3.14 | Undecided      |
| SR6   | I can count on most of my colleagues to help me out anywhere,                   | 13<br>10.2% | 14<br>10.9% | 11<br>8.6% | 68<br>53.15 | 22<br>17.2% | 3.56 | Agreed         |
| SR7   | Teachers in this school jointly prepare their lesson plans                      | 9<br>7.0%   | 19<br>14.8% | 3<br>2.3%  | 72<br>56.3% | 25<br>19.5% | 3.66 | Agreed         |

Source: Primary Data.

Table 4.11 in item (SR1) shows that the Teachers jointly plan and prepare teaching strategies and procedures, 94 (74.2%) agreed and 29 (22,6%) disagreed. This implies that teachers jointly plan and prepare teaching strategies and procedures. On Teachers in this school make a collective agreement to test an idea or new approaches in teaching in item (SR2) 100 (78.2%) of the respondents agreed and 23 (18%) disagreed with the statement. This means that a majority of teachers make collective agreement to test an idea or new approaches in teaching.

Similarly, in item (SR3) 89 (69,6%) of the respondents agreed with the statement that teachers in schools encourage each other to contribute ideas and suggestions, and 32 (25%) disagreed. This implies teachers in schools encourage each other to contribute ideas and suggestions. Also, in item (SR4) 85 (66.5%) of the respondents agreed that in school, teachers often ask each other about classroom management ideas and suggestions and only 36 (28.1%) disagreed. This implies that teachers often ask each other about classroom management ideas and suggestions. Also, in item (SR5) 71 (55,5%) of the respondents agreed that the teachers in school like to share what they have learned or want to learn and only 47 (36.7%) disagreed, therefore teachers in schools like to share what they have learned or want to learn. On the statement that teachers can count on most of their colleagues to help them out anywhere, anytime even though it may not be part of their official duty, a majority of the respondents in item (SR6) 90 (70.3%) agreed and 27 (21.1%) disagreed with the statement. This implies there was teamwork among teachers in schools.

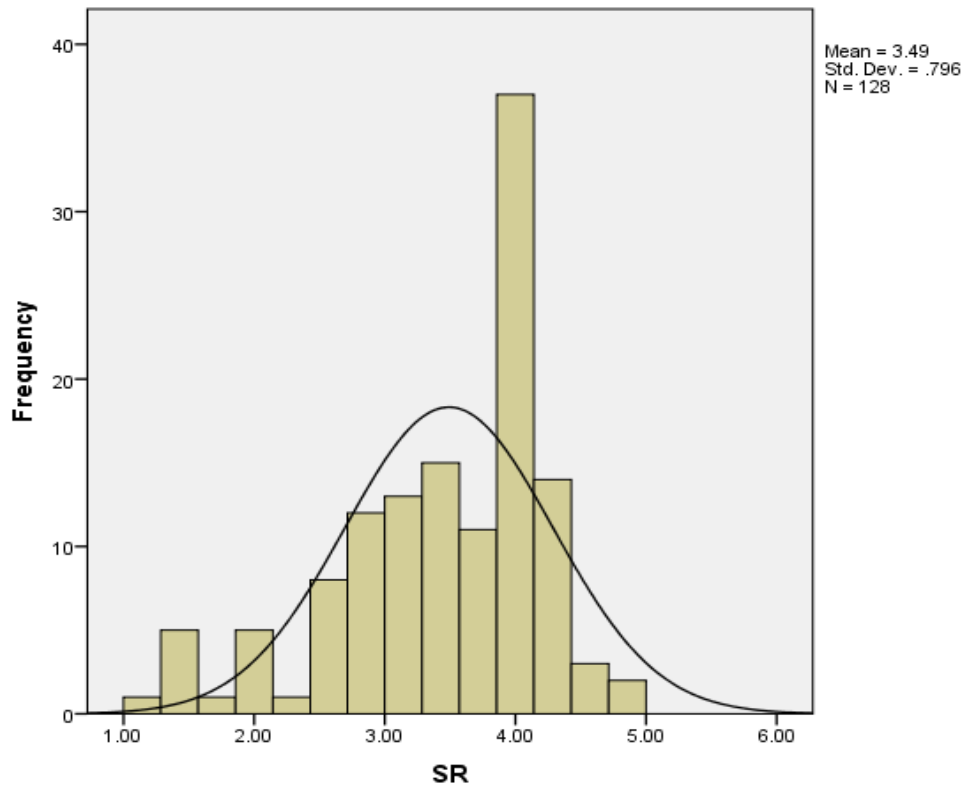
Finally, under this working condition of social rewards, in item (SR7) 97 (75.8%) of the respondents agreed that the teachers in the school jointly prepared their lesson plans and 28 (21.8%) disagreed to the statement. This implies that there was cooperation among teachers to enhance teaching through preparing lesson plans jointly.

The computed average index for the seven items on social rewards (SR1 to SR7) yielded a mean score of 3.49 and a median of 3.71. These results suggest a generally positive perception of social rewards among respondents. The mean value, which is slightly lower than the median, indicates that while most respondents rated the social rewards positively, there may be a small proportion who rated them less favorably. Since the mean and median are fairly close, this suggests that the distribution is

relatively symmetrical, though not perfectly normal (Figure 4.12). The minimum value was recorded at 1.14 and the maximum value was recorded at 5.00 with a resultant range registered at 3.86.

**Figure 4. 12**

**Histogram on Social Rewards**



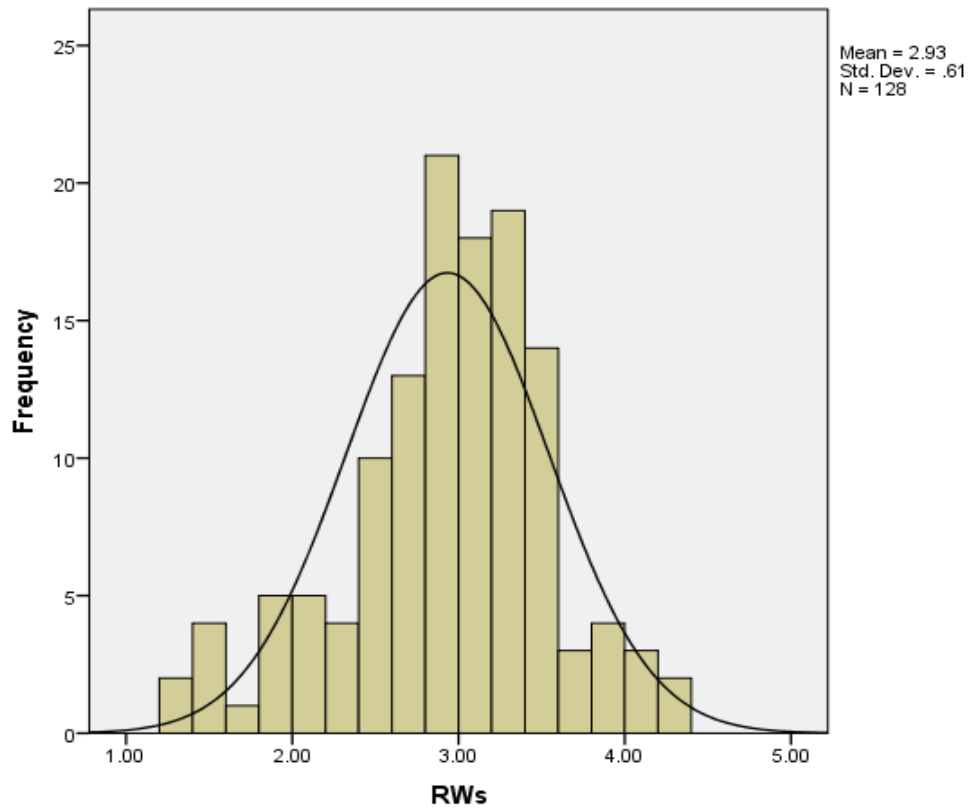
Source: Primary Data

*4.3.2.4 Index on Rewards.* For subsequent analysis, the index for rewards was computed as the average of three key constructs: financial rewards, non-financial rewards, and social rewards. The results showed a mean of 2.93 and a median of 2.97. The small difference between the mean and median suggests a relatively symmetrical distribution of responses, indicating consistency in how respondents rated the different forms of rewards. However, the mean value of 2.93, which is below the midpoint of the scale (typically 3 on a 5-point Likert scale), implies that, on average, respondents perceived the rewards they receive—whether financial, non-financial, or social—as moderate to somewhat inadequate. (Figure 4.13) This may reflect dissatisfaction or

unmet expectations in one or more dimensions of the reward system, which could have implications for motivation and performance.

**Figure 4.13**

**Histogram on Rewards**



Source: Primary Data

### **4.3 Description of Fringe Benefits**

*4.3.3 Description of Fringe Benefits.* Fringe benefits have three aspects: health care, retirement, and professional benefits.

*4.3.3.1 Description of Health Care Benefits to Teachers.* Respondents reacted to seven items (HCB1-HCB7) each scaled using the five-point Likert, where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. All (HCB1- HCB7) were valid and reliable

(Table 4.12) gives the descriptive results on these seven items.

Table 4.12

## Description of Health Care Benefits

| Items | Indicators                                                                 | SD          | D           | U          | A           | SA        | Mean | Overall Rating |
|-------|----------------------------------------------------------------------------|-------------|-------------|------------|-------------|-----------|------|----------------|
| HC B1 | The government provides adequate healthcare coverage and benefits teachers | 84<br>65.6% | 30<br>23.4% | 2<br>1.6%  | 9<br>7.0%   | 3<br>2.3% | 1.57 | Disagreed      |
| HC B2 | I am satisfied with the healthcare benefits offered by the government      | 70<br>54.65 | 44<br>34.4% | 4<br>3.1%  | 10<br>7.8%  | 0<br>0.0% | 1.64 | Disagreed      |
| HC B3 | The healthcare benefits provided by the government meet my healthcare.     | 77<br>60.2% | 34<br>26.6% | 7<br>5.5%  | 9<br>7.0%   | 1<br>0.8% | 1.62 | Disagreed      |
| HC B4 | I feel that the healthcare benefits provided by the government.            | 61<br>47.7% | 52<br>40.6% | 4<br>3.15% | 8<br>6.35   | 3<br>2.3% | 1.75 | Disagreed      |
| HC B5 | I believe that the government values the health and well-                  | 73<br>57.0% | 43<br>33.6% | 0<br>0.0%  | 10<br>7.8%  | 2<br>1.5% | 1.63 | Disagreed      |
| HC B6 | The healthcare benefits provided cover a wide range of medical services    | 55<br>43.0% | 48<br>37.5% | 7<br>5.5%  | 14<br>10.9% | 4<br>3.1% | 1.94 | Disagreed      |
| HC B7 | I am satisfied with the accessibility and convenience of the healthcare    | 63<br>49.2% | 49<br>38.3% | 1<br>0.8%  | 12<br>9.4%  | 3<br>2.3% | 1.77 | Disagreed      |

Source: Primary Data from Questionnaire

From Table 4.12 in item (HCB1) the analysis reflected that the Government provides adequate healthcare coverage and benefits for them as teachers; a majority of respondents, 114 (89.0%) disagreed on the statement and only 12 (9.3%) agreed. This implies that the Government does not provide adequate health care coverage and benefits to school teachers. On item (HCB2), the teachers being satisfied with the healthcare benefits offered by the government, 114 (89.0%) of the respondents disagreed with the statement and only 10 (7.8%) agreed. This means that there was dissatisfaction of teachers about the health care benefits offered by the Government. Similarly, on item (HCB3) the healthcare benefits provided by the government meet teachers' healthcare needs; findings reveal that 111 (86.8%) disagreed and only 10 (7.8%) agreed. This implies that the health care benefits provided to the teachers in schools by the Government do not meet their health needs.

On item HCB4, the teachers believed that the healthcare benefits provided by the government contribute to their overall well-being; 113 (88.3%) disagreed, and only 11 (8.6%) agreed. This means that the health care the Government provides to the teachers does not contribute to their overall well-being. Also, on the Government values the health and well-being of its teachers by providing healthcare benefits, a majority of the respondents in item (HCB5) 116 (90.6%) disagree with the statement, and only 12 (9.4%) agreed. This implies that teachers believed that the Government does not value their health and well-being. While in item (HCB6) 103 (80.5%) of the respondents disagreed on the healthcare benefits provided by the government covering a wide range of medical services and treatments and only 18 (14.0%) agreed. This implies that the teachers view the health care benefits provided by the Government do not cover a wide range of medical care benefits and treatment.

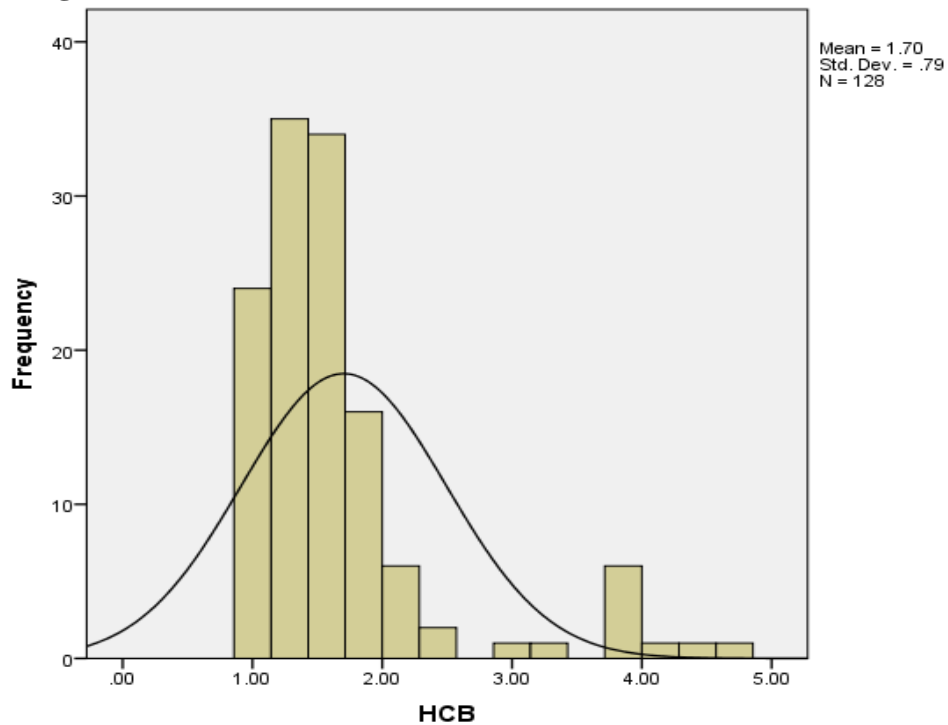
Finally, under this working condition of health care services, a majority of the respondents in items (HCB7) 112 (87.5%) disagreed with the statement that teachers were not satisfied with the accessibility and convenience of the healthcare services provided by the government as compared to 15 (11.7%) who agreed. This implies that a majority of the teachers in schools are not satisfied with the accessibility and convenience of the healthcare services provided by the government.

The computed average index for the seven items on health care benefits (HCB1 to HCB7) yielded a mean score of 1.70 and a median of 1.57. These results suggest a generally negative or low perception of healthcare benefits among respondents, with most responses falling below the neutral point.

In terms of normality, the mean being slightly higher than the median suggests a slight rightward skew in the distribution (Figure 4.14). The minimum value was recorded at 1.00 and the maximum value was recorded at 4.71 with a resultant range registered at 3.86.

**Figure 4. 14**

**Histogram on Health Care Benefits**



Source: Primary Data

*4.3.3.2 Description of Retirement benefits for teachers.* Respondents reacted to nine items (RB1-RB9) each scaled using the five-point Likert, where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. All (RB1- RB9) were valid and reliable

Table 4.13 gives the descriptive results on these nine item

**Table 4.13****Description of Retirement Benefits**

| Items | Indicators                                                 | SD          | D           | U          | A           | SA          | Mean | Overall Rating |
|-------|------------------------------------------------------------|-------------|-------------|------------|-------------|-------------|------|----------------|
| RB1   | I feel confident that the retirement plan provided         | 41<br>32.0% | 28<br>21.9% | 4<br>3.1%  | 46<br>35.9% | 9<br>7.0%   | 2.63 | Undecided      |
| RB2   | I am satisfied with retirement benefits offered            | 37<br>28.9% | 42<br>32.8% | 8<br>6.3%  | 35<br>27.3% | 6<br>4.7%   | 2.46 | Undecided      |
| RB3   | The retirement plan provided                               | 39<br>30.5% | 38<br>29.7% | 7<br>5.5%  | 37<br>28.9% | 7<br>5.5%   | 2.49 | Disagreed      |
| RB4   | I believe that the retirement plan provided government     | 33<br>25.8% | 40<br>31.3% | 4<br>3.1%  | 42<br>32.0% | 9<br>7.0%   | 2.64 | Undecided      |
| RB5   | Retirement plan provided government gives me peace of mind | 37<br>28.9% | 31<br>24.1% | 10<br>7.8% | 36<br>28.1% | 14<br>10.9% | 2.68 | Undecided      |
| RB6   | I feel that the retirement plan offered by government      | 41<br>32.0% | 31<br>24.2% | 7<br>5.5%  | 41<br>32.0% | 8<br>6.3%   | 2.56 | Undecided      |
| RB7   | I am satisfied with the level                              | 31<br>24.1% | 40<br>31.5% | 5<br>3.9%  | 43<br>33.6% | 9<br>7.0%   | 2.68 | Undecided      |
| RB8   | Retirement plan provided by the school                     | 30<br>23.5% | 43<br>33.6% | 6<br>4.7%  | 40<br>31.3% | 9<br>7.0%   | 2.65 | Undecided      |
| RB9   | Retirement plan offered by government                      | 32<br>25.0% | 46<br>35.9% | 3<br>2.3%  | 35<br>27.3% | 12<br>9.4%  | 2.6  | Undecided      |

Source: Primary Data

From Table 4.13 in item (RB1) the analysis reflects that the teachers feel confident that the retirement plan provided by the government adequately supports their future financial needs., 69 (53.9% of respondents disagreed with the statement and 55 (42.9%) agreed. This implies that the teachers have no confidence in the retirement plan provided by the government which does not adequately support their future financial needs. On item (RB2) the teachers being satisfied with the retirement benefits offered by the government, 79 (61.7%) of the respondents disagreed with the statement and only 41 (32.0%) agreed. This means that the teachers are not satisfied with the retirement benefits offered by the government. Similarly, on item (RB3) the retirement plan provided by the government offers attractive benefits and incentives, the finding revealed that 77 (60.2%) disagreed and 44 (34.4%) agreed. This implies that the retirement plan provided by the government does not offer attractive benefits and incentives to the teachers.

On the teachers believe that the retirement plan provided by the government effectively prepares them for a secure and comfortable retirement, in item (RB4) 73 (57.1%) disagreed and 51 (39.8%) agreed. This means that the retirement plan provided by the government does not effectively prepare teachers for a secure and comfortable retirement. Also, the retirement plan provided by the government gives teachers peace of mind about their future financial security, a majority of the respondents in item (RB5) 68 (53.1%) disagree with the statement and only 50 (39.0%) agree. This implies that the retirement plan provided by the government does not give teachers peace of mind about their future financial security.

While, in item (RB6) 72 (56.2%) of the respondents disagreed on the feeling that the retirement plan offered by the government was fair and equitable and 49(38.3%) agreed. This implies that the teachers view the retirement plan offered by the government not fair and equitable. On the teachers being satisfied with the level of support and guidance provided by the government regarding retirement planning, in item (RB7) 71 (55.5%) of the respondents disagreed with the statement and 52 (40.6%)

agreed. This implies that the teachers are not satisfied with the level of support and guidance provided by the government regarding retirement planning.

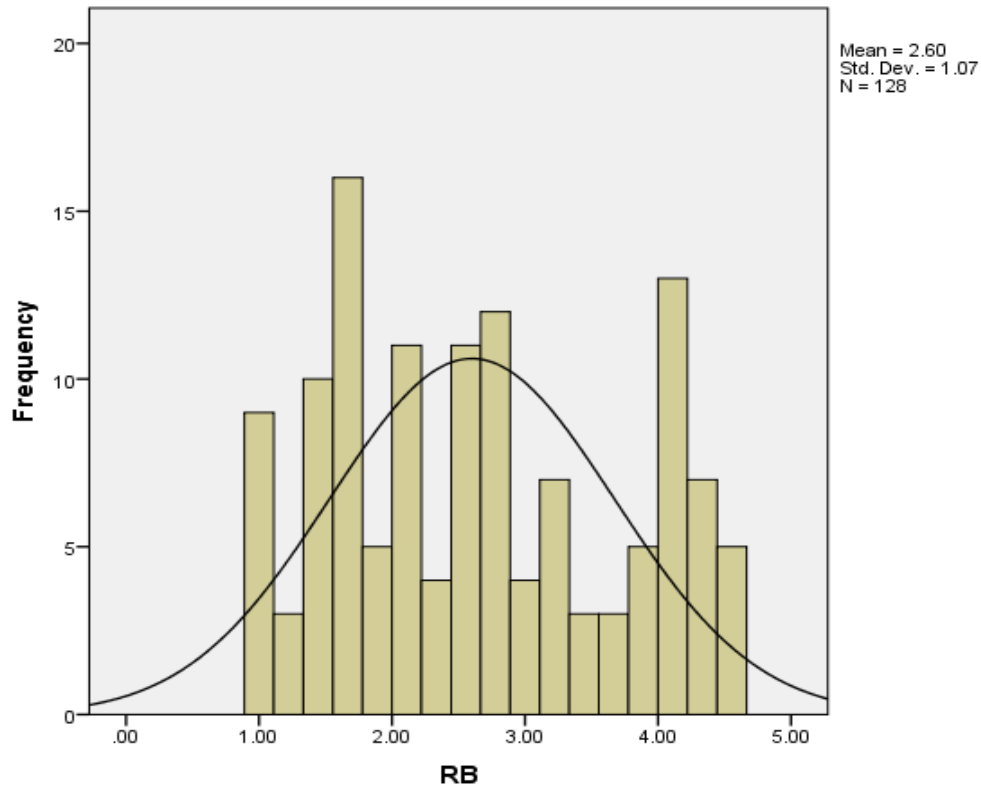
In addition, in item (RB8) 73 (57.1%) of the respondents disagreed with the statement that the retirement plan provided by the school encourages long-term commitment and loyalty among teachers and 49 (39.3%) agreed with it. This means that the retirement plan provided by the school does not encourage long-term commitment and loyalty among teachers.

Finally, under this working condition of retirement benefits, a majority of the respondents in item (RB9) 78 (60.9%) disagreed with the statement that teachers believe that the retirement plan offered by the government takes into account the specific needs and circumstances of teachers and 47 (36.7%) who agreed. This implies that a majority of the teachers believe that the retirement plan offered by the government does not take into account the specific needs and circumstances of teachers.

The computed average index for the nine items on retirement benefits (RB1 - RB9) yielded a mean score of 2.60 and a median of 2.44. These results suggest a generally moderate perception of retirement benefits among respondents, with most responses falling slightly below the neutral point. In terms of normality, the mean being higher than the median indicates a slight rightward skew in the distribution. (Figure 4.15) The minimum value recorded was 1.00 and the maximum value recorded at 4.56 with a resultant range registered at 3.86 indicating a high disparity rating.

**Figure 4.15**

**Histogram on Retirement Benefits**



Source: Primary Data

*4.3.3.3. Description of Professional Development Benefits for Teachers.*

Respondents reacted to eight items (PDB1-PDB9) each scaled using the five-point Likert, where 1=strongly disagreed, 2=Disagreed, 3=Undecided, 4= Agreed and 5 Strongly disagreed. All (PDB1- PDB8) were valid and reliable. (Table 4.14) gives the descriptive results on these seven items.

**Table 4.14****Description of Professional Benefits**

| Items | Indicator                                                                 | SD          | D           | U         | A           | SA          | Mean | Overall Rate |
|-------|---------------------------------------------------------------------------|-------------|-------------|-----------|-------------|-------------|------|--------------|
| PDB1  | opportunities for professional development to enhance my teaching skills. | 53<br>41.4% | 22<br>17.2% | 4<br>3.1% | 39<br>30.5% | 10<br>7.8%  | 2.46 | Disagreed    |
| PDB2  | I feel supported pursuing professional                                    | 38<br>29.7% | 26<br>20.3% | 9<br>7.0% | 46<br>35.9% | 9<br>7.0%   | 2.7  | Undecided    |
| PDB3  | The school offers a variety of professional development programs          | 41<br>32.0% | 32<br>25.0% | 9<br>7.0% | 38<br>29.7% | 8<br>6.3%   | 2.53 | Undecided    |
| PDB4  | The professional development opportunities                                | 31<br>24.2% | 38<br>29.7% | 3<br>2.3% | 47<br>36.7% | 9<br>7.0%   | 2.73 | Undecided    |
| PDB5  | I am satisfied with the quality and relevance of                          | 39<br>30.5% | 37<br>28.9% | 6<br>4.7% | 39<br>30.8% | 7<br>5.5%   | 2.52 | Undecided    |
| PDB6  | The school provides resources and support                                 | 32<br>25.0% | 39<br>30.5% | 4<br>3.1% | 44<br>34.4% | 9<br>7.6%   | 2.68 | Undecided    |
| PDB7  | I feel that the professional development                                  | 34<br>26.6% | 37<br>28.9% | 6<br>4.7% | 44<br>34.4% | 7<br>5.5%   | 2.63 | Undecided    |
| PDB8  | The school values and recognizes professional development                 | 29<br>22.7% | 34<br>26.6% | 6<br>4.7% | 44<br>34.4% | 15<br>11.7% | 2.86 | Undecided    |

Source: Primary Data from Questionnaire

Table 4. 14 shows that in item (PDB1) 75 (58,6%) of the respondents disagree with the statement that the school provides ample opportunities for professional development to enhance teachers' teaching skills and 49 (38.3%) agree with it. This implies that there were not ample opportunities for professional development to enhance teaching by the teachers as further emphasized by 2.46. On the statement of teachers feeling supported by the school in pursuing professional development activities, 64 (50.0%) of the respondents disagreed with the statement and 55 (42.9%) agreed with it. This means that teachers are not supported by schools to pursue professional development activities.

Similarly, in item (PDB2) 73 (57.0%) of the respondents disagreed that the school offers a variety of professional development programs that align with teachers' professional goals and 46 (36.0%) agreed with it. This implies that the schools don't offer a variety of professional development programs that align with the teachers' professional goals under the mean score of 2.7. Also, in item (PDB3) 69 (53.9%) of the respondents disagree with the teachers believe that the professional development opportunities provided by the school positively impact teachers teaching effectiveness and 56 (43.7%) agree with it. This implies that the professional development opportunities provided by the school do not positively impact on the teacher's teaching effectiveness. This was emphasized by the mean score of 2.53. On item (PDB4) the teachers' being satisfied with the quality and relevance of the professional development programs offered by the school, 76 (59.4%) disagreed with the statement and 45 (36.0%) agreed with it. This means that the teachers were not satisfied with the quality and relevance of the professional development programs offered by the schools. Also, on the statement that schools provide resources and support to help teachers implement new strategies and techniques learned through professional development, in item (PDB5) 71 (55.5%) of the respondents disagree with the statement and 53 (41.4%) agreed with it. This implies that the schools do not provide resources and support to teachers to help them implement new strategies and techniques learned through professional development.

Additionally, in item (PDB6) on the teachers' feeling that the professional development opportunities provided by the school contribute to their career

advancement, 71 (55.5%) of the respondents disagree and 51 (38,9%) agree. This means that the professional development opportunities provided by the school to the teachers does not contribute to their career advancement.

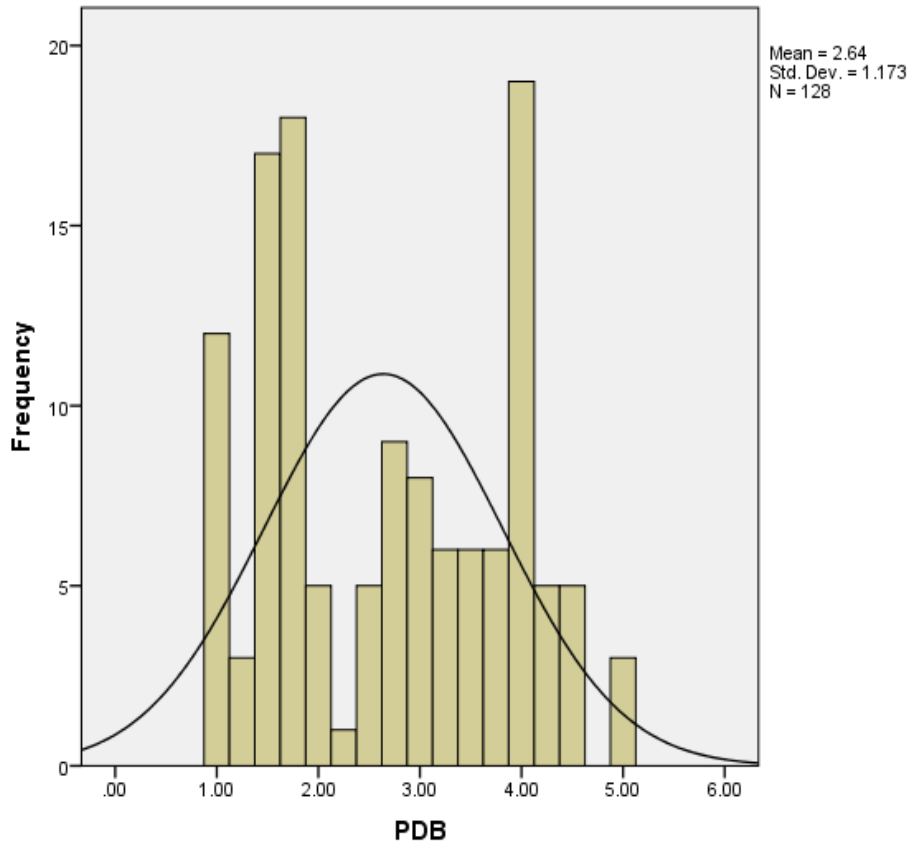
Finally, in item (PDB7) this working condition of professional development career, 64(49.3%) of the respondents disagreed with the on the statement that the school values and recognizes the importance of ongoing professional development for teachers, while 59 (467.1%) agreed with it. This implies there were no school values and no recognition of the importance of ongoing professional development for teachers

The computed average index for the eight items on professional development benefits (PDB1 to PDB8) yielded a mean score of 2.64 and a median of 2.00. These results suggest a generally below-neutral perception of professional development benefits among respondents, indicating that the majority of respondents rated the professional development benefits unfavorably or below the neutral point.

Regarding normality, the mean being higher than the median indicates a rightward skew in the distribution (Figure 4.16) This suggests that while most respondents rated the professional development benefits lower (indicating dissatisfaction), there may are small proportion of respondents who rated the benefits more favorably, which is pulling the mean higher than the median. Overall, both the mean and median values suggest that respondents are not highly satisfied with professional development benefits, with a tendency toward more negative ratings. The minimum value recorded was 1.00 and the maximum value recorded was 5.00 with a resultant range registered at 4.00 showing a high disparity rating.

**Figure 4.16**

**Histogram on Professional Development Benefits**

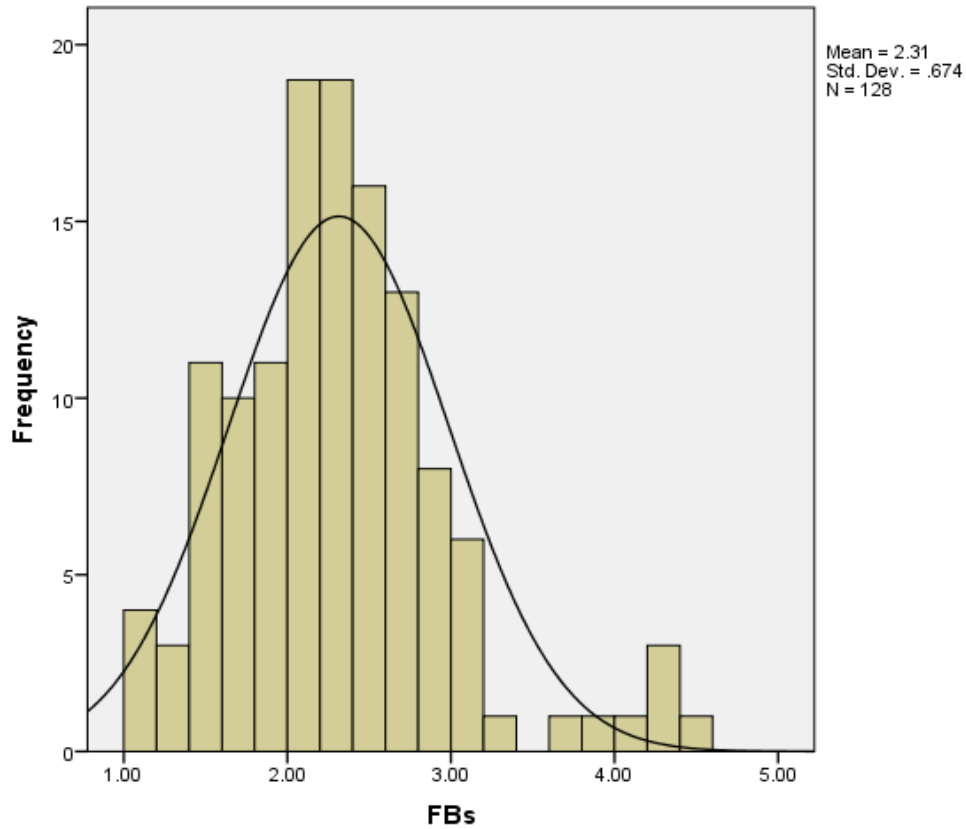


Source: Primary Data

4.3.3.4 *Index of Fringe Benefits*. For subsequent analysis, the index for fringe benefits was computed as the average of three key constructs: health care benefits, retirement benefits, and professional development benefits. The results showed a mean of 2.31 and a median of 2.29. The minimal difference between the mean and median indicates a relatively symmetrical distribution of responses, (Figure 4.17) suggesting that most respondents gave similar ratings to the fringe benefits provided

**Figure 4.17**

*Histogram on Fringe Benefits*



Source: Primary Data

#### **4.4 Bivariate Analysis: Correlation of Teacher Performance with Working Conditions for Teachers**

This section examines the relationship between teacher performance (TPE) and working condition variables: availability of accommodation (AC), provision of materials (PM), and supportive work environment (SWE). Pearson correlation analysis was used to explore these relationships. The results are presented in Table 4.15.

**Table 4.15**

|             |                 | <b>Correlation of Teacher Performance (TPE) on Working Conditions</b> |      |        |        |
|-------------|-----------------|-----------------------------------------------------------------------|------|--------|--------|
|             |                 | TPE                                                                   | AC   | PM     | SWE    |
| T<br>P<br>E | Pearson         | 1                                                                     | .085 | -.086  | .482** |
|             | Correlation     |                                                                       |      |        |        |
|             | Sig. (2-tailed) |                                                                       | .342 | .333   | .000   |
|             | N               |                                                                       | 128  | 128    | 128    |
| A<br>C      | Pearson         |                                                                       | 1    | .261** | .254** |
|             | Correlation     |                                                                       |      |        |        |
|             | Sig. (2-tailed) |                                                                       |      | .003   | .004   |
|             | N               |                                                                       |      | 128    | 128    |
| P<br>M      | Pearson         |                                                                       |      | 1      | .158   |
|             | Correlation     |                                                                       |      |        |        |
|             | Sig. (2-tailed) |                                                                       |      |        | .074   |
|             | N               |                                                                       |      |        | 128    |
| S<br>W<br>E | Pearson         |                                                                       |      |        | 1      |
|             | Correlation     |                                                                       |      |        |        |
|             | Sig. (2-tailed) |                                                                       |      |        | .      |

\*\* . Correlation is significant at the 0.01 level (2-tailed)

Source: Primary Data from Questionnaires

The analysis in Table 4.15 reveals a significant correlation between teacher performance(TPE) and specific working conditions, with a supportive work environment (SWE) showing a strong positive correlation ( $r= 0.48, p= 0.000$ ), indicating that teachers in a more supportive environment tend to perform better. However, availability of accommodation (AC) and Provision of meals (PM) did not demonstrate statistically significant relationships with teacher performance ( $p > 0.05$ ), suggesting that these factors may not directly influence teacher performance.

#### **4.5 Multivariate Analysis: Regression of Teacher Performance on Working Conditions**

To examine the extent to which working conditions predict teacher performance (TPE), a multiple regression analysis was conducted using a supportive work environment

(SWE), provision of meals (PM), and availability of accommodation (AC) as predictors. The results are presented in Table 4.16

**Table 4.16**

**Regression of Teacher Performance on Working Conditions**

| Predictor Variables         | Standardized Coefficients ( $\beta$ ) | Sig. (p-value) |
|-----------------------------|---------------------------------------|----------------|
| (Constant)                  |                                       | 0.000          |
| Accommodation(AC)           | -0.001                                | 0.986          |
| Provision of Meals (PM)     | -0.166                                | 0.041          |
| Safe Work Environment (SWE) | 0.509                                 | 0.000          |

**Model Summary:**

Adjusted  $R^2 = 0.242$

$F = 14.487$ ,  $p = 0.000$

Source: Primary Data from Questionnaire

In Table 4.16 the regression model explained 24.2% of the variation in teacher performance (Adjusted  $R^2 = 0.242$ ), indicating that the overall model was statistically significant ( $F = 14.487$ ,  $p = 0.000$ ). Among the predictors, supportive work environment (SWE) was the strongest and most significant predictor of teacher performance ( $\beta = 0.509$ ,  $p = 0.000$ ), highlighting its critical role in enhancing teacher effectiveness. Conversely, the provision of meals (PM) had a significant but negative association with teacher performance ( $\beta = -0.166$ ,  $p = 0.041$ ), suggesting that meal provision alone may not effectively drive performance and could have unintended implications. Availability of accommodation (AC) did not significantly predict teacher performance ( $\beta = -0.001$ ,  $p = 0.986$ ), indicating that this factor may not directly influence teacher outcomes in the studied context. These findings underscore the importance of fostering a supportive work environment as a key strategy for improving teacher performance, while also

suggesting that the role of meal provision and accommodation requires further investigation to understand their indirect or contextual effects.

#### 4.6 Bivariate Analysis: Correlation of Teacher Performance with Rewards

This section examines the relationship between teacher performance (TPE) and three reward types: financial rewards (FR), non-financial rewards (NFR), and social rewards (SR). Pearson correlation analysis was conducted to determine the strength and significance of these relationships. The results are presented in Table 4.17

**Table 4.17**

**Bivariate Analysis: Correlation of TPE on Rewards**

|                             |                     | TPE | FR    | NFR    | SR      |
|-----------------------------|---------------------|-----|-------|--------|---------|
| Teacher Performance (TPE)   | Pearson Correlation | 1   | 0.021 | .571** | .400**  |
|                             | Sig. (2-tailed)     |     | 0.810 | 0.000  | 0.000   |
|                             | N                   |     | 128   | 128    | 128     |
| Financial Rewards (FR)      | Pearson Correlation |     | 1     | 0.112  | 0.032   |
|                             | Sig. (2-tailed)     |     |       | 0.207  | 0.722   |
|                             | N                   |     |       | 128    | 128     |
| Non-financial Rewards (NFR) | Pearson Correlation |     |       | 1      | 0.480** |
|                             | Sig. (2-tailed)     |     |       |        | 0.000   |
|                             | N                   |     |       |        | 128     |
| Social Rewards (SR)         | Pearson Correlation |     |       |        | 1       |
|                             | Sig. (2-tailed)     |     |       |        |         |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data from Questionnaire

The findings in Table 4.17 reveal significant correlations between teacher performance and two types of rewards. Non-financial rewards (NFR) showed a strong positive correlation with teacher performance ( $r = 0.571$ ,  $p = 0.000$ ), indicating that recognition,

opportunities for professional growth, and other non-monetary incentives are key drivers of teacher performance. Similarly, social rewards (SR), such as collegial support and positive work relationships, exhibited a moderate positive correlation with teacher performance ( $r = 0.400$ ,  $p = 0.000$ ). In contrast, financial rewards (FR) did not show a significant relationship with teacher performance ( $r = 0.021$ ,  $p = 0.810$ ), suggesting that monetary incentives alone may not substantially influence teacher effectiveness. These results suggest that prioritizing non-financial and social rewards can significantly enhance teacher performance, whereas financial rewards may have a more limited direct impact. This underscores the importance of holistic reward strategies that go beyond monetary compensation to include recognition and relational incentives.

#### 4.7 Multivariate Analysis: Regression of Teacher Performance on Rewards

To examine the combined influence of different reward types on teacher performance (TPE), a multiple regression analysis was conducted using financial rewards (FR), non-financial rewards (NFR), and social rewards (SR) as predictors. The findings are summarized in Table 4.18.

**Table 4.18**

| <b>Regression of Teacher Performance on Rewards</b> |                                       |          |
|-----------------------------------------------------|---------------------------------------|----------|
| Variable                                            | Standardized Coefficients ( $\beta$ ) | Sig. (p) |
| Constant                                            | —                                     | 0.000    |
| FR                                                  | -0.040                                | 0.588    |
| NFR                                                 | 0.498                                 | 0.000    |
| SR                                                  | 0.162                                 | 0.052    |

Source: Primary Data from Questionnaire

Model Summary: Adjusted  $R^2 = 0.332$ ,  $F = 22.082$  and  $p = 0.000$

The regression model explained 33.2% of the variation in teacher performance (Adjusted  $R^2 = 0.332$ ), with the overall model being statistically significant ( $F = 22.082$ ,

$p = 0.000$ ). Among the predictors, non-financial rewards (NFR) emerged as the strongest determinant of teacher performance ( $p=0.000$ ,  $\beta = 0.498$ ), indicating that recognition, opportunities for professional development, and other non-monetary incentives significantly enhance performance. Social rewards (SR) showed a marginally significant positive relationship with teacher performance ( $\beta = 0.162$ ,  $p = 0.052$ ), suggesting that interpersonal support may also contribute to improved outcomes. Conversely, financial rewards (FR) did not significantly predict teacher performance ( $\beta = -0.040$ ,  $p= 0.588$ ), highlighting their limited direct impact. These findings emphasize the importance of adopting holistic reward systems that prioritize non-monetary and relational incentives to boost teacher performance effectively.

#### **4.8 Bivariate Analysis: Correlation of Teacher Performance (TPE) with Fringe Benefits**

The correlation analysis in Table 4.19 examined the relationship between teacher performance (TPE) and various fringe benefits, including housing benefits (HCB), retirement benefits (RB), and professional development benefits (PDB).

**Table 4.19****Bivariate Analysis: Correlation of TPE on Fringe Benefits**

|     |                 | TPE          | HCB   | RB      | PDB     |
|-----|-----------------|--------------|-------|---------|---------|
|     |                 | Correlations |       |         |         |
| TPE | Pearson         | 1            | 0.147 | 0.045   | .379**  |
|     | Correlation     |              |       |         |         |
|     | Sig. (2-tailed) |              | 0.097 | 0.616   | .000    |
| N   |                 |              | 128   | 128     | 128     |
| HCB | Pearson         |              | 1     | 0.261** |         |
|     | Correlation     |              |       |         | 0.268** |
|     | Sig. (2-tailed) |              |       | .003    | .002    |
| N   |                 |              |       | 128     | 128     |
| RB  | Pearson         |              |       | 1       | .005    |
|     | Correlation     |              |       |         |         |
|     | Sig. (2-tailed) |              |       |         | .958    |
| PDB | Pearson         |              |       |         | 1       |
|     | Correlation     |              |       |         |         |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data from Questionnaire

The results revealed a significant positive correlation between TPE and professional development benefits ( $r = 0.379$ ,  $p = 0.000$ ), indicating that teachers who receive more opportunities for professional growth tend to perform better. However, no significant relationships were found between TPE and housing benefits ( $r = 0.147$ ,  $p = 0.097$ ) or retirement benefits ( $r = 0.045$ ,  $p = 0.616$ ), suggesting that these benefits may not directly influence teacher performance in this dataset.

Additionally, the fringe benefit variables were interrelated. Housing benefits showed significant positive correlations with retirement benefits ( $r = 0.261$ ,  $p = 0.003$ ) and professional development benefits ( $r = 0.268$ ,  $p = 0.002$ ) highlighting potential

overlaps in how these benefits are provided. Overall, the findings suggest that among the fringe benefits examined, professional development opportunities play a crucial role in enhancing teacher performance, while housing and retirement benefits have a more limited direct impact.

#### 4.9 Multivariate Analysis: Regression of Teacher Performance (TPE) on Fringe Benefits

The regression analysis in Table 4.20 assessed the predictive power of fringe benefits, including health care benefits (HCB), retirement benefits (RB), and professional development benefits (PDB), on teacher performance (TPE).

**Table 4.20**

#### Regression of Teacher Performance TPE on Fringe Benefits

| Fringe Benefits                         | Standardized Coefficient ( $\beta$ ) | Significance (p) |
|-----------------------------------------|--------------------------------------|------------------|
| Health care Benefits (HCB)              | 0.040                                | 0.655            |
| Retirement Benefits (RB)                | 0.033                                | 0.706            |
| Professional Development Benefits (PDB) | 0.368                                | 0.000**          |

#### Model Summary

- Adjusted  $R^2 = 0.126$
- $F = 7.126$ ,
- $p = 0.000^{**}$

Note.  $p < 0.05$  indicates statistical significance

Source: Primary Data from Questionnaire

Table 4.20 shows the regression model explained 12.6% of the variance in teacher performance (Adjusted  $R^2 = 0.126$   $F = 7.126$ ) and the overall regression model was statistically significant ( $F = 7.126$ ,  $p = 0.000$ ). Among the predictors, professional development benefits (PDB) emerged as a significant positive predictor of teacher performance ( $p = 0.000$ ,  $\beta = 0.368$ ), indicating that opportunities for professional growth strongly enhance teacher performance. However, housing benefits (HCB;  $\beta = 0.040$ ,  $p = 0.655$ ) and retirement benefits (RB;  $\beta = 0.033$ ,  $p = 0.706$ ) were not significant predictors, suggesting a limited direct influence of these benefits on teacher performance. The findings underscore the critical role of professional development opportunities in improving teacher performance. Organizations aiming to boost teacher effectiveness should prioritize professional development as a key component of their fringe benefits package.

## **CHAPTER FIVE DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter discusses the findings like in the previous chapter the discussion of the objectives of the study. It also covers conclusion, recommendations, contribution of the study, limitations of the study and areas for further research.

### **5.1 Discussion of the findings**

#### **5.1.1 Working Conditions and Teacher Performance**

The first hypothesis (H1) posited that working conditions significantly influence teachers' performance in government-aided primary schools in Kayonza sub-county, Kayunga District. This hypothesis was tested using three predictor variables: accommodation (AC), provision of meals (PM), and a safe work environment (SWE). The regression analysis revealed mixed results, with some factors significantly influencing teacher performance while others did not.

The findings indicate that a safe work environment (SWE) was the strongest and most significant predictor of teacher performance ( $\beta = 0.509$ ,  $p = 0.000$ ). This suggests that when teachers perceive their work environment as secure and conducive, their effectiveness improves. The result aligns with Obany, (2019) who found that poor workplace conditions negatively impact teachers' productivity. Similarly, Akongai (2021) established that a well-maintained and supportive work environment enhances teachers' motivation and effectiveness. These findings emphasize the need for creating safe and well-equipped workspaces for teachers, including proper classrooms, sanitary facilities, and protective measures against occupational hazards.

Interestingly, the provision of meals (PM) had a negative and significant effect on teacher performance ( $\beta = -0.166$ ,  $p = 0.041$ ). This result suggests that merely providing meals to teachers may not necessarily enhance their productivity and could, in some

cases, have unintended consequences. This contradicts earlier studies, such as Kigenyi & Kakuru (2016) and Akongai (2021), which found that meal provision positively influenced teacher performance in Uganda's public primary schools. The negative association observed in this study could be attributed to factors such as the quality, timing, and adequacy of meals, which may not meet teachers' expectations. Additionally, teachers may place greater importance on other welfare aspects, such as salaries or housing, rather than meal provision. This finding suggests that offering meals without addressing other key concerns may not be an effective strategy for improving teacher performance.

Accommodation (AC) was found to be an insignificant predictor of teacher performance ( $\beta = -0.001$ ,  $p = 0.986$ ), implying that the availability of housing alone does not directly impact teachers' effectiveness. This finding contrasts with previous studies, such as Akongai (2021), which reported a significant relationship between teacher housing and job performance. One possible explanation for this result is that teachers may already have alternative housing arrangements, reducing their reliance on school-provided accommodation. Additionally, the quality of available accommodation may be inadequate to serve as a motivating factor. This suggests that while accommodation is often considered a critical aspect of teacher welfare, its impact on performance may vary depending on location, school policies, and individual preferences.

When compared to existing literature, these findings reveal a partially supported hypothesis. The strong positive influence of a safe work environment is consistent with prior research, while the negative impact of meal provision and the insignificance of accommodation challenge conventional assumptions. Previous studies (e.g., Kigenyi, 2017; Akongai, 2021) generally reported a positive correlation between welfare provisions and teacher performance. However, the current study suggests that the impact of these factors may be context-dependent.

The hypothesis (H1) stated that working conditions significantly influence teacher performance. The findings partially support this hypothesis:

- i. Safe work environment positively influences teacher performance (supports H1).

- ii. Provision of meals has a significant but negative effect (partially contradicts H1).
- iii. Accommodation does not significantly affect teacher performance (does not support H1).

These results indicate that while working conditions are important, their specific influence varies. Future studies should investigate the reasons behind the negative effect of meal provision and the lack of significance of accommodation, possibly through qualitative inquiries into teachers' perceptions and experiences.

The findings align with the Functional Theory of Labor Welfare, which suggests that improving teachers' working conditions should enhance their productivity. However, the unexpected results regarding meals and accommodation indicate that not all welfare provisions contribute equally to performance. This highlights the need for a context-sensitive approach to teacher welfare policies.

In conclusion, the study confirms that a safe work environment is a critical factor in improving teacher performance, while the roles of meal provision and accommodation require further investigation. School administrators and policymakers should prioritize enhancing the work environment and reconsidering the effectiveness of meal and accommodation policies. Future research should explore teachers' perspectives on welfare provisions and their indirect effects on performance to guide evidence-based policy improvements.

### **5.1.2 Rewards and Teacher Performance**

The second hypothesis (H2) posited that different reward types significantly influence teacher performance in government-aided primary schools. This hypothesis was tested using three predictor variables: financial rewards (FR), non-financial rewards (NFR), and social rewards (SR). The regression analysis revealed mixed results, with some reward types significantly influencing teacher performance while others did not.

The findings indicate that non-financial rewards (NFR) were the strongest and most significant predictor of teacher performance ( $\beta = 0.498$ ,  $p = 0.000$ ). This suggests that recognition, professional development opportunities, and other intrinsic motivators play

a crucial role in enhancing teacher effectiveness. The result aligns with Wasium and Adebajo (2014), who found that professional development positively correlated with job performance. Similarly, Kiprop (2014) emphasized the importance of recognition in motivating teachers. These findings highlight the need for educational institutions to invest in non-monetary incentives such as career growth opportunities, mentorship programs, and appreciation initiatives to enhance teacher performance.

Interestingly, social rewards (SR) exhibited a marginally significant positive relationship with teacher performance ( $\beta = 0.162$ ,  $p = 0.052$ ). This finding suggests that interpersonal relationships, teamwork, and a supportive school environment contribute to improved teacher performance. The result supports the Functional Theory of Labor Welfare, which argues that fostering a socially supportive work environment enhances employee well-being and effectiveness. While prior studies, such as Bello and Jakada (2017), primarily focused on financial incentives, the current findings suggest that social support structures can be a crucial determinant of teacher performance.

Conversely, financial rewards (FR) did not significantly predict teacher performance ( $\beta = -0.040$ ,  $p = 0.588$ ), indicating their limited direct impact. This contradicts earlier research, such as Bello and Jakada (2017) and Ki Prop (2014), which found a positive correlation between salary and teacher performance. However, the findings align with Nyanja et al. (2013), who reported that financial bonuses did not significantly influence employee performance. One possible explanation is that while financial rewards are essential for meeting basic needs, they may not be strong motivators for improving teaching effectiveness. Additionally, teachers in government-aided schools may already receive relatively stable salaries, making additional financial incentives less impactful compared to non-monetary or social rewards.

When compared to existing literature, these findings present an understanding of teacher motivation. While previous studies (e.g., Wasium & Adebajo, 2014; Kiprop, 2014) suggested that financial incentives such as salary increments and job allowances positively influenced teacher performance, other studies (e.g., Nyanja et al., 2013; Ijeoma & Mugizi, 2021) reported that financial bonuses had little to no impact on job performance. This suggests that the effectiveness of financial rewards is highly context-

dependent, influenced by factors such as salary adequacy, cost of living, and teachers' expectations.

The hypothesis (H2) stated that different types of rewards significantly influence teacher performance. The findings partially support this hypothesis:

- i. Non-financial rewards positively influence teacher performance (supports H2).
- ii. Social rewards have a marginally significant positive effect (partially supports H2).
- iii. Financial rewards do not significantly affect teacher performance (does not support H2).

These results indicate that while rewards play a crucial role in teacher motivation, their specific influence varies. Future research should investigate why financial rewards fail to significantly impact teacher performance and explore the contextual factors that make non-financial and social rewards more effective. Qualitative studies could provide detailed information on teachers' perceptions of different reward systems and their impact on motivation and performance.

The findings align with the Functional Theory of Labor Welfare, which suggests that improving working conditions—through recognition, professional development, and social support—enhances teacher productivity. However, the limited impact of financial rewards suggests that monetary incentives alone are insufficient to drive performance improvements. This highlights the need for a context-sensitive approach to teacher reward policies.

In conclusion, the study confirms that non-financial and social rewards are critical welfactors factors in enhancing teacher performance, whereas financial rewards have a limited impact. These findings challenge the conventional assumption that salary increments alone can drive performance improvements. School administrators and policymakers should prioritize non-financial incentives, such as teacher recognition programs, mentorship initiatives, and career development workshops, alongside fostering a supportive work environment. Future research should explore teachers'

perspectives on different reward systems and investigate their indirect effects on motivation and performance to guide evidence-based policy improvements.

### **5.1.3 Fringe Benefits and Teacher Performance**

The third hypothesis (H3) posited that fringe benefits significantly influence teacher performance in government-aided primary schools. The regression analysis tested the predictive power of three types of fringe benefits: health care benefits (HCB), retirement benefits (RB), and professional development benefits (PDB). The findings reveal that while professional development benefits significantly predict teacher performance, health care benefits and retirement benefits do not.

The model summary indicates that fringe benefits explain 12.6% of the variance in teacher performance (Adjusted  $R^2 = 0.126$ ). While this suggests that fringe benefits contribute to teacher performance, a substantial portion of performance variability is attributed to other factors. Despite this moderate explanatory power, the model is statistically significant ( $F = 7.126$ ,  $p = 0.000$ ), confirming that at least one of the fringe benefits significantly influences teacher performance.

Among the three predictors, professional development benefits (PDB) emerged as the only significant predictor of teacher performance ( $\beta = 0.368$ ,  $p = 0.000$ ). This finding implies that teachers who receive opportunities for continuous professional development, such as workshops, training programs, and further studies, are more likely to improve their teaching effectiveness. Professional development enhances teachers' knowledge, skills, and instructional strategies, ultimately leading to better student outcomes.

In contrast, health care benefits (HCB;  $\beta = 0.040$ ,  $p = 0.655$ ) and retirement benefits (RB;  $\beta = 0.033$ ,  $p = 0.706$ ) were not significant predictors of teacher performance. This suggests that while these benefits may contribute to teachers' job satisfaction and long-term well-being, they do not directly enhance their day-to-day teaching performance. This finding contrasts with studies that emphasize the role of employee welfare in overall performance but aligns with research suggesting that direct professional support and skill enhancement have a more immediate impact on job effectiveness.

These findings are consistent with previous studies that highlight the importance of professional development in improving teacher performance. Akiba and Liang (2016) found that collaborative learning activities among teachers significantly enhance student achievement, underscoring the importance of continuous professional growth. Similarly, Mohammed (2019) established a significant correlation between teacher professional development and job performance in secondary schools, reinforcing the idea that investment in professional learning leads to improved instructional quality.

On the other hand, the lack of a significant relationship between health care and retirement benefits and teacher performance contradicts findings by Waititu et al. (2017), who reported that employee welfare programs, including health and retirement benefits, had a strong influence on employee performance in the corporate sector. The discrepancy may be due to contextual differences, as the immediate impact of such benefits in the education sector may be less pronounced compared to industries where physical well-being and long-term financial security are more directly tied to productivity.

The results highlight the critical role of professional development in improving teacher performance. Educational policymakers and school administrators should prioritize investments in teacher training, mentorship programs, and skill-enhancement workshops as key strategies for improving teaching effectiveness. Schools should allocate resources to ensure that teachers receive continuous learning opportunities tailored to their subject areas and instructional needs.

While health care and retirement benefits remain essential for teacher well-being, their lack of a direct impact on performance suggests that they should be viewed as long-term retention strategies rather than immediate performance boosters. Future research should explore whether these benefits contribute indirectly to teacher motivation and job satisfaction, which could, in turn, affect performance.

Moreover, given the moderate explanatory power of the regression model (Adjusted  $R^2 = 0.126$ ), additional research is needed to examine other determinants of teacher performance. Factors such as workload, student-teacher ratios, school leadership, and

availability of teaching resources may play a more significant role in influencing teacher effectiveness.

The findings confirm that professional development benefits significantly enhance teacher performance, while health care and retirement benefits do not have a direct effect. This underscores the need for policymakers and school administrators to focus on expanding professional development opportunities as a key strategy for improving education quality. At the same time, other welfare benefits should be maintained to support teachers' overall well-being, even if they do not directly impact classroom performance. Future studies should explore the indirect effects of these benefits on motivation and job satisfaction to provide a more comprehensive understanding of how fringe benefits influence teacher effectiveness.

## **5.2 Conclusions**

Based on the findings and corresponding discussions, the study concludes that working conditions, rewards, and fringe benefits have varying degrees of influence on teacher performance in government-aided primary schools in Kayonza sub-county, Kayunga District. Below are the conclusions drawn from the respective hypotheses (H1–H3):

### **5.2.1 Working conditions and Teacher performance**

- i. A safe work environment was the most significant factor that positively influence teacher performance, indicating that secure and conducive workplaces enhance teacher effectiveness.
- ii. The provision of meals had a significant but negative effect on teacher performance, suggesting that meal provision alone does not necessarily enhance productivity and may have unintended consequences.
- iii. Accommodation did not significantly predict teacher performance, implying that housing alone may not be a strong motivator for teachers.

### **5.2.2 Rewards and Teacher performance**

- i. Non-financial rewards, such as recognition and professional development, were the strongest factors that influence teacher performance, highlighting their role in motivation and effectiveness.

- ii. Social rewards had a marginally significant positive effect, suggesting that a supportive work environment and interpersonal relationships contribute to teacher performance.
- iii. Financial rewards did not significantly influence teacher performance, contradicting conventional assumptions that salary increments alone improve productivity.

### **5.2.3 Fringe Benefits and Teacher performance**

- i. Professional development has a significantly positive influence on teacher performance, underscoring the importance of continuous learning opportunities in improving teaching effectiveness
- ii. Health care benefits were not a significant factor that influence teacher performance, suggesting that while essential for well-being, they do not directly influence teachers' instructional effectiveness.
- iii. Retirement benefits did not significantly affect teacher performance, indicating that long-term financial security, though important for job satisfaction and retention, does not have an immediate impact on daily teaching effectiveness.

These conclusions underscore the need for a context-sensitive approach to welfare factors policies. School administrators and policymakers should prioritize enhancing work environments, investing in non-financial incentives, and expanding professional development opportunities to improve teacher performance. Future research should explore the indirect effects of welfare provisions on teacher motivation and job satisfaction to guide evidence-based policy improvements.

## **5.3 Recommendations**

Based on the conclusions the following recommendations arise:

*5.3.1 Enhance Working Conditions:* Since a safe work environment was identified as the most significant positive predictor of teacher performance, school administrators and policymakers should focus on ensuring a secure and conducive environment for teachers. This can be achieved by improving physical school infrastructure, ensuring the availability of necessary teaching materials, and implementing safety measures.

Furthermore, creating a supportive work culture that fosters collaboration among teachers and promotes well-being will help enhance overall teacher effectiveness.

*5.3.2. Invest in Non-Financial Rewards and Social Support:* Given that non-financial rewards, such as recognition and professional development, were found to be the strongest predictors of teacher performance, school leaders should prioritize programs that recognize teachers' efforts and provide continuous opportunities for career growth. This could include regular awards for outstanding performance, leadership opportunities, and targeted professional development programs. Additionally, enhancing social rewards, such as fostering a supportive work environment and encouraging strong interpersonal relationships, will contribute positively to teacher morale and performance.

*5.3.3 Prioritize Professional Development and Tailor Fringe Benefits.* Since professional development benefits were identified as a significant positive predictor of teacher performance, the Ministry of Education and school administrators in government-aided primary schools in Kayonza Sub-County, Kayunga District should prioritize continuous professional development initiatives. These should include regular in-service training, workshops, mentorship programs, and structured opportunities for career advancement. Specifically, these programs must be designed to address the identified needs of teachers, focusing on enhancing both pedagogical skills and subject-specific knowledge. By doing so, they will directly contribute to improved classroom teaching and, ultimately, better student outcomes.

Although healthcare and retirement benefits were not significant predictors of teacher performance, it is still crucial for these benefits to be provided to support teachers' overall well-being. To maximize their impact, policymakers and school administrators should tailor healthcare benefits to meet teachers' immediate needs, such as offering wellness programs, mental health support, and stress-relief initiatives. While retirement benefits are vital for long-term job security and retention, their direct influence on daily teaching effectiveness is limited. Therefore, it is important to enhance communication about these benefits, streamline the retirement process, and increase transparency, which

will help teachers feel more secure and motivated, indirectly fostering improved job satisfaction and long-term performance.

#### **5.4 Contribution of the Study**

This study makes significant contributions to the existing body of knowledge on teacher performance in government-aided primary schools in Uganda. By examining the influence of working conditions, rewards, and fringe benefits on teacher performance, the study provides valuable insights into how teacher welfare affects their effectiveness in the classroom. Specifically, the study highlights the importance of safe working environments and non-financial rewards, such as professional development opportunities and social recognition, in enhancing teacher performance. These findings challenge the conventional belief that financial rewards are the primary motivators for teachers, providing a fresh perspective for policymakers and school administrators to rethink how teacher welfare can be structured to achieve optimal results.

Moreover, the study contributes to the literature on teacher welfare by emphasizing the need for a context-sensitive approach. The findings suggest that while certain fringe benefits, such as professional development, have a significant positive impact on teacher performance, others, like health care and retirement benefits, do not directly affect teaching effectiveness. This nuanced understanding is crucial for educational stakeholders, as it guides them to prioritize policies and practices that align with the unique needs and conditions of teachers in government-aided primary schools.

Another important contribution of this study is the identification of key factors that influence teacher performance in the specific context of Kayonza Sub-County, Kayunga District. While much of the existing literature on teacher welfare has focused on urban or more generalized settings, this study provides empirical evidence from a rural context, where teachers may face different challenges and opportunities compared to their urban counterparts. This geographic focus adds depth to the understanding of teacher welfare and its impact on performance in rural Uganda, offering a valuable comparison to studies conducted in other parts of the country or internationally.

The study also contributes to the theoretical understanding of teacher motivation and performance. By focusing on both intrinsic (e.g., professional development) and extrinsic (e.g., social and financial rewards) factors, the research enriches the debate on what drives teacher motivation and effectiveness. It challenges the simplistic view that financial rewards alone can drive teacher productivity, advocating instead for a more holistic approach that incorporates non-financial incentives and a supportive working environment.

Finally, the findings of this study are crucial for informing policy decisions related to teacher welfare. The recommendations derived from the conclusions, such as the need to enhance working conditions, prioritize non-financial rewards, and expand professional development opportunities, provide actionable insights for school administrators, policymakers, and other stakeholders in the education sector. By implementing these recommendations, educational institutions can improve teacher performance, which, in turn, has the potential to positively impact student outcomes and contribute to the overall improvement of the education system in Uganda.

In summary, this study contributes to the growing body of research on teacher welfare and performance by offering a detailed, context-specific analysis of the factors that influence teacher effectiveness. Its findings have practical implications for policymakers and school administrators seeking to enhance teacher performance through targeted interventions in working conditions, rewards, and fringe benefits.

### **5.5 Limitations of the Study**

One of the key limitations of this study is the sample size and its generalizability. The study was conducted in government-aided primary schools in Kayonza Sub-County, Kayunga District. Therefore, the findings may not be fully applicable to other regions or schools that have different socio-economic conditions, teaching environments, or teacher demographics. This limits the ability to generalize the conclusions to a broader population.

The study findings may not be applied to other schools which are private or in rural or urban setting. Thus the study is limited on generalizability not able in secondary schools

and others including government aided but with experiencing hard conditions but not limited on climatic conditions

Additionally, the study used a cross-sectional design, providing a snapshot of teacher performance at a single point in time. While this allows for an examination of relationships between working conditions, rewards, fringe benefits, and teacher performance, it does not establish causality or provide insights into how these factors influence performance over the long term. To overcome this limitation, future studies could adopt a longitudinal design to assess how these factors impact teacher performance over time.

### **5. 6 Areas for Further Research**

Based on the findings and limitations of this study, areas for further research can be explored. First, a longitudinal study would provide valuable insights into the long-term effects of working conditions, rewards, and fringe benefits on teacher performance. While this study offers a snapshot, understanding how these factors influence teacher performance over an extended period could help establish causality and reveal how sustainable the observed impacts are over time.

A comparative study on teacher welfare factors identified area for future research involves investigating a broader range of teacher welfare provisions. While this study focused on professional development, healthcare, and retirement benefits, there are many other types of fringe benefits that could influence teacher performance, such as housing allowances, transportation benefits, and insurance. Examining these additional benefits would offer a more comprehensive understanding of the role of teacher welfare in enhancing performance.

Comparative study on teacher welfare factors and performance in government aided primary schools and private schools' teacher welfare factors and performance in private

Additionally, comparative studies across different regions could provide a more complete picture of how teacher welfare impacts performance in diverse contexts. By conducting similar research in different parts of Uganda or in other countries,

researchers can assess whether the findings from this study are specific to Kayonza Sub-County or if they have broader applicability across different educational settings.

Finally, while professional development was identified as a significant predictor of teacher performance, future studies could delve deeper into the specific types of professional development that are most effective in improving teaching practices. Research could explore how different formats of professional development, such as mentorship programs, peer collaboration, and online training, contribute to long-term teacher effectiveness and student outcomes

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**APPENDIX 1: INTRODUCTORY LETTER FROM KYAMBOGO  
UNIVERSITY FROM GRADUATE SCHOOL**



**P. O. BOX 1 KYAMBOGO**  
Tel: 041 - 4286792 Fax: 256-41-220464  
Website: [www.kyu.ac.ug](http://www.kyu.ac.ug) Email: [drgt@kyu.ac.ug](mailto:drgt@kyu.ac.ug)  
**Directorate of Research and Graduate Training**  
*Office of the Director*

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**APPENDIX 8: INTRODUCTORY LETTER**

Date: August 30<sup>th</sup>, 2024

**TO WHOM IT MAY CONCERN**

**RE: HASAHYA SAMWIRI**

Dear Sir/Madam,

This is to introduce to you the above-named student Reg: No **20/U/GMED/13005/PE** pursuing Master of Education Policy Planning and Management, Kyambogo University.

He intends to carry out research on ***“Teacher Welfare Factors and Performance in Government Aided Primary Schools in Kayonza Sub County Kayunga District”*** in fulfilment of the requirements for the award of Master of Education Policy Planning and Management of Kyambogo University.

The purpose of this letter therefore is to request you to grant him permission to carry out his study.

Any assistance rendered to him will be highly appreciated.

Yours sincerely

  
Prof. Bosco Bua  
**AG. DIRECTOR**



**APPENDIX 11: CONSENT LETTER**

Self-Administrated Questionnaire on The Influence of Welfare Factors on Teacher Performance in Government Aided Primary Schools: Evidence from Kayonza Sub County Kayunga District.

Educational Planning and Management

Kyambogo University

August, 2024

Dear respondents,

I am Hasahya Samwiri a student of Kyambogo University carrying out a master’s degree in Education Policy, Planning and Management. I am currently doing a research on the topic: “The influence Teachers’ Welfare Factors on their Performance in government aided Primary schools in Kayonza Sub county Kayunga District Uganda “I kindly, request you to participate in the study by filling the questionnaire to the best of your knowledge. The information given will be treated confidentially and will be used strictly for academic purposes.

Please endeavor to return the completed questionnaire through the same person that delivered it to you.

Thanks for participation.

Yours sincerely,

.....  
HASAHYA SAMWIRI  
Masters student

## **APPENDIX 111: SELF-ADMINISTRATED QUESTIONNAIRE**

Self-Administrated Questionnaire on The Influence of Welfare Factors on Teacher Performance in Government Aided Primary Schools: Evidence from Kayonza Sub County Kayunga District.

Educational Planning and Management

Kyambogo

University

January 2024

Dear respondents,

I am Hasahya Samwiri a student of Kyambogo University carrying out a master's degree in Education Policy, Planning and Management. I am currently doing a research on the topic: "The influence Welfare Factors on Teachers Performance in government aided Primary schools in Kayonza Sub county Kayunga District Uganda "I kindly, request you to participate in the study by filling the questionnaire to the best of your knowledge. The information given will be treated confidentially and will be used strictly for academic purposes.

Please endeavor to return the completed questionnaire through the same person that delivered it to you.

Thanks for participation.

Yours sincerely,

Signature.....

HASAHYA SAMWIRI

### Section A Background Variable (Bv)

In this section you are requested to provide factual information about yourself.

Please, tick the most appropriate from the alternatives provided.

BV1 what is your gender?

1. Male                       2. Female

BV2 What is your age group?

- Below 30 years   
2. 30 but below 40 years                       3. 40 years and above

BV3 For how long have you been serving in this school?

1. Below five years                       2. 5 years but less than 10 years   
3 10 years and above

BV4 What is your highest academic qualification?

1. Certificate   
2. Diploma                       3. Degree                       4. Master

BV5. What is your employment status?

- Employed                       2 Unemployed

### Section B: Teachers' Performance.

This part provides items on four distinct aspects of teachers' performance namely teaching preparation, instructional delivery, assessment, classroom management.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately 1-5 i.e. 1= strongly disagree, 2=disagree, 3= Undecided, 4=Agree, and 5= strongly agree

|     | <b>Teaching Preparation (TP)</b>                                              | S | D | U | A | SA |
|-----|-------------------------------------------------------------------------------|---|---|---|---|----|
|     |                                                                               | 1 | 2 | 3 | 4 | 5  |
| TP1 | I do proper lesson planning of teaching process                               |   |   |   |   |    |
| TP2 | I use student learning data to guide planning                                 |   |   |   |   |    |
| TP3 | I use variety of audio video aids in teaching- learning process               |   |   |   |   |    |
| TP4 | I effectively address appropriate curriculum standards                        |   |   |   |   |    |
| TP5 | I use appropriate material, technology and resources when preparing to teach  |   |   |   |   |    |
| II  | <b>Instructional Delivery</b>                                                 | S | D | U | A | SA |
|     |                                                                               | 1 | 2 | 3 | 4 | 5  |
| ID1 | I encourage students' constructive participation in teaching-learning process |   |   |   |   |    |
| ID2 | I use a variety of methods to enhance students' understanding                 |   |   |   |   |    |
| ID3 | I focus on students' individual needs during teaching- learning               |   |   |   |   |    |
| ID4 | I provide daily life examples related to topic during teaching-               |   |   |   |   |    |
| ID5 | I change teaching methodology to make topics relevant                         |   |   |   |   |    |
| ID6 | I teach the required curriculum according to time-table                       |   |   |   |   |    |
| ID7 | I engage, motivate and maintain students' attention                           |   |   |   |   |    |
| III | <b>Assessment</b>                                                             | S | D | U | A | SA |
|     |                                                                               | 1 | 2 | 3 | 4 | 5  |
| A1  | I use different assessment methods to assess students' learning               |   |   |   |   |    |
| A2  | I use self-made test to assess students' learning                             |   |   |   |   |    |
| A3  | I use assessment results to improve teaching process.                         |   |   |   |   |    |
| A4  | I share educational assessment results with students learning                 |   |   |   |   |    |
| A5  | I discuss educational assessment results with family of the students          |   |   |   |   |    |
| A6  | I maintain students' personal file /educational assessment record             |   |   |   |   |    |

| IV  | Classroom Management (Cm)                                        | S | D | U | A | SA |
|-----|------------------------------------------------------------------|---|---|---|---|----|
|     |                                                                  | 1 | 2 | 3 | 4 | 5  |
| CM1 | I involve students in development of classroom discipline rules. |   |   |   |   |    |
| CM2 | I encourage students on an ideal behavior in classroom           |   |   |   |   |    |
| CM3 | I take notice of student's unwanted actions immediately in       |   |   |   |   |    |
| CM4 | I discourage students 'misbehavior in a suitable way.            |   |   |   |   |    |
| CM5 | I use different rewards to improve classroom management.         |   |   |   |   |    |

### Section C: Working Condition and Teacher Performance

This part provides items on three distinct aspects of working conditions namely; suitable accommodation, provision for meals and safe environment. You are kindly requested to rate yourself by ticking the most appropriate based on the following Likert scale 1-5 where 1=Strongly disagreed, 2= Disagree, 3= Udecided,4=Agree and 5=Strongly Agree

|     | Suitable Accommodation (Sa)                                                                           | S | D | U | A | SA |
|-----|-------------------------------------------------------------------------------------------------------|---|---|---|---|----|
|     |                                                                                                       | 1 | 2 | 3 | 4 | 5  |
| SA1 | The accommodation provided by the school meets my basic living needs                                  |   |   |   |   |    |
| SA2 | The size of the accommodation is sufficient for my needs.                                             |   |   |   |   |    |
| SA3 | The condition of the accommodation is well-maintained and in good repair                              |   |   |   |   |    |
| SA4 | The accommodation is located in a safe and secure area.                                               |   |   |   |   |    |
| SA6 | The accommodation provides a comfortable living environment                                           |   |   |   |   |    |
| SA8 | The proximity of the accommodation to the school enhances convenience and reduces commuting time.     |   |   |   |   |    |
| SA9 | The school provides support and assistance in addressing any accommodation-related issues or concerns |   |   |   |   |    |

|     | <b>Provision of Meals (Pm)</b>                                                                       | S | D | U | A | SA |
|-----|------------------------------------------------------------------------------------------------------|---|---|---|---|----|
|     |                                                                                                      | 1 | 2 | 3 | 4 | 5  |
| PM1 | The school consistently provides nutritious meals for teachers                                       |   |   |   |   |    |
| PM2 | The school ensures a variety of food options to promote a balanced diet.                             |   |   |   |   |    |
| PM3 | The school considers special dietary requirements and accommodates them accordingly                  |   |   |   |   |    |
| PM4 | The meals provided by the school are of high quality and hygienically prepared                       |   |   |   |   |    |
| PM5 | The school provides meals at appropriate times during the day to avoid disruptions to teaching.      |   |   |   |   |    |
| PM6 | The school promotes a positive dining environment that encourages social interaction among teachers. |   |   |   |   |    |
| PM7 | The portion sizes of the meals provided by the school are sufficient and satisfying.                 |   |   |   |   |    |
| PM8 | The school seeks feedback from teachers regarding the quality and variety of meals provided          |   |   |   |   |    |

|      | <b>Safe Work Environment</b>                                                                 | S | D | U | A | SA |
|------|----------------------------------------------------------------------------------------------|---|---|---|---|----|
|      |                                                                                              | 1 | 2 | 3 | 4 | 5  |
| SWE1 | I feel safe and secure in my classroom and school premises.                                  |   |   |   |   |    |
| SWE2 | The school provides adequate safety measures, such as fire extinguishers and first aid kits. |   |   |   |   |    |
| SWE3 | The school maintains a clean and well-organized environment, reducing potential hazards.     |   |   |   |   |    |
| SWE4 | Safety procedures, such as emergency drills, are regularly practiced and well-communicated.  |   |   |   |   |    |

|       |                                                                                                 |  |  |  |  |  |
|-------|-------------------------------------------------------------------------------------------------|--|--|--|--|--|
| SWE5  | The school has clear policies and protocols for handling safety and security concerns           |  |  |  |  |  |
| SWE6  | Teachers receive training and information on safety practices and emergency responses.          |  |  |  |  |  |
| SWE7  | The school administration promptly addresses safety issues and concerns raised by teachers.     |  |  |  |  |  |
| SWE8  | I feel supported in reporting safety concerns to the school management                          |  |  |  |  |  |
| SWE9  | The school takes measures to prevent bullying and create a positive and respectful environment. |  |  |  |  |  |
| SWE10 | The school premises are well-lit and monitored to enhance security.                             |  |  |  |  |  |

**Section D: Independent Variable Two: Rewards.**

This part provides items on three distinct aspects of rewards namely; financial, non –financial which is recognition and social which is collaboration. You are kindly requested to rate yourself by ticking the most appropriate based on the following Likert scale 1-5 where 1=Strongly disagreed, 2= Disagree, 3= Ucdecided,4=Agree and 5=Strongly agree.

|     | <b>Financial Rewards( Fr)</b>                                                                                       | <b>SD</b> | <b>D</b> | <b>U</b> | <b>A</b> | <b>SA</b> |
|-----|---------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
|     |                                                                                                                     | 1         | 2        | 3        | 4        | 5         |
| FR1 | The salary I receive adequately reflects my qualifications and experience as teacher                                |           |          |          |          |           |
| FR2 | I believe that the salary scale for teachers in this school is fair and competitive                                 |           |          |          |          |           |
| FR3 | I am satisfied with the level of salary increments and benefits provided by the government                          |           |          |          |          |           |
| FR4 | The school provides opportunities for additional income through extra duties or professional development activities |           |          |          |          |           |
| FR5 | I feel valued and appreciated for my contributions as a teacher through fair compensation                           |           |          |          |          |           |
| FR6 | The school provides transparent and clear information about salary structure and payment procedures                 |           |          |          |          |           |
| FR7 | The salary I receive enables me to meet my financial obligations and maintain a decent standard of living           |           |          |          |          |           |
| FR8 | I believe that the school considers the efforts and dedication of teachers when determining compensation.           |           |          |          |          |           |

|      | <b>Non-Financial Rewards (NFR)</b>                                               | <b>SD</b> | <b>D</b> | <b>U</b> | <b>A</b> | <b>SA</b> |
|------|----------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
|      |                                                                                  | 1         | 2        | 3        | 4        | 5         |
| NFR1 | My supervisor recognizes the quality of the work that I do                       |           |          |          |          |           |
| NFR2 | My supervisor assigns me work that fits my level of qualification.               |           |          |          |          |           |
| NFR3 | My supervisor appreciates my skills and knowledge                                |           |          |          |          |           |
| NFR4 | My supervisor comments on the level of professionalism I exhibit through my work |           |          |          |          |           |
| NFR5 | My supervisor comments on the level of professionalism goals other targets       |           |          |          |          |           |

|     | <b>Social Rewards (SR)</b>                                                                                                   | <b>SD</b> | <b>D</b> | <b>U</b> | <b>A</b> | <b>SA</b> |
|-----|------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
|     |                                                                                                                              | 1         | 2        | 3        | 4        | 5         |
| SR1 | Teachers in this jointly plan and prepare teaching strategies and procedures                                                 |           |          |          |          |           |
| SR2 | Teachers in this school make collective agreement to test an idea or new approaches in teaching                              |           |          |          |          |           |
| SR3 | Teachers in our school encourage each other to contribute ideas and suggestions                                              |           |          |          |          |           |
| SR4 | In this school, teachers often ask each other about classroom management ideas and suggestions                               |           |          |          |          |           |
| SR5 | Teachers in our school like to share what they have learned or want to learn                                                 |           |          |          |          |           |
| SR6 | I can count on most of my colleagues to help me out anywhere, anytime even though it may not be to part their official duty. |           |          |          |          |           |

|     |                                                                                           |  |  |  |  |  |
|-----|-------------------------------------------------------------------------------------------|--|--|--|--|--|
| SR7 | Teachers in this school jointly prepare their lesson plans                                |  |  |  |  |  |
| SR8 | My colleagues and I share materials related to my subject teaching                        |  |  |  |  |  |
| SR9 | Teachers in this school often lend and borrow materials like work sheets and lesson plans |  |  |  |  |  |

### Section E: Independent Variable Three: Fringe Benefits

This part provides items on three distinct aspects of rewards namely; healthcare benefits, retirement benefits and professional development. You are kindly requested to rate yourself by ticking the most appropriate based on the following Likert scale 1-5 where 1=Strongly disagreed, 2= Disagree, 3= Ucdecided,4=Agree and 5=Strongly agree.

|      | <b>Health Care Benefit (HCB)</b>                                                                                 | SD | S | U | A | SA |
|------|------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
|      |                                                                                                                  | 1  | 2 | 3 | 4 | 5  |
| HCB1 | The government provides adequate healthcare coverage and benefits for me as a teacher.                           |    |   |   |   |    |
| HCB2 | I am satisfied with the healthcare benefits offered by the government.                                           |    |   |   |   |    |
| HCB3 | The healthcare benefits provided by the government meet my healthcare needs.                                     |    |   |   |   |    |
| HCB4 | I feel that the healthcare benefits provided by the government contribute to my overall well-being.              |    |   |   |   |    |
| HCB5 | I believe that the government values the health and well-being of its teachers by providing healthcare benefits. |    |   |   |   |    |
| HCB6 | The healthcare benefits provided by the government cover a wide range of medical services and treatments         |    |   |   |   |    |
| HCB7 | I am satisfied with the accessibility and convenience of the healthcare services provided by the government      |    |   |   |   |    |

|     | <b>Retirement Benefits (RB)</b>                                                                                                  | <b>SD</b> | <b>D</b> | <b>U</b> | <b>A</b> | <b>SA</b> |
|-----|----------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
|     |                                                                                                                                  | <b>1</b>  | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>  |
| RB1 | I feel confident that the retirement plan provided by the government adequately supports my future financial needs.              |           |          |          |          |           |
| RB2 | I am satisfied with the retirement benefits offered by the government                                                            |           |          |          |          |           |
| RB3 | The retirement plan provided by the government offers attractive benefits and incentives                                         |           |          |          |          |           |
| RB4 | I believe that the retirement plan provided by the government effectively prepares me for a secure and comfortable retirement.   |           |          |          |          |           |
| RB5 | The retirement plan provided by the government gives me peace of mind about my future financial security.                        |           |          |          |          |           |
| RB6 | I feel that the retirement plan offered by the government is fair and equitable                                                  |           |          |          |          |           |
| RB7 | I am satisfied with the level of support and guidance provided by the government regarding retirement planning                   |           |          |          |          |           |
| RB8 | The retirement plan provided by the school encourages long-term commitment and loyalty among teachers                            |           |          |          |          |           |
| RB9 | I believe that the retirement plan offered by the government takes into account the specific needs and circumstances of teachers |           |          |          |          |           |

|      | <b>Professional Development Benefit (PDB)</b>                                                                                         | <b>SD</b> | <b>D</b> | <b>U</b> | <b>A</b> | <b>SD</b> |
|------|---------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
|      |                                                                                                                                       | 1         | 2        | 3        | 4        | 5         |
| PDB1 | The school provides ample opportunities for professional development to enhance my teaching skills.                                   |           |          |          |          |           |
| PDB2 | I feel supported by the school in pursuing professional development activities                                                        |           |          |          |          |           |
| PDB3 | The school offers a variety of professional development programs that align with my professional goals                                |           |          |          |          |           |
| PDB4 | I believe that the professional development opportunities provided by the school positively impact my teaching effectiveness          |           |          |          |          |           |
| PDB5 | I am satisfied with the quality and relevance of the professional development programs offered by the school                          |           |          |          |          |           |
| PDB6 | The school provides resources and support to help me implement new strategies and techniques learned through professional development |           |          |          |          |           |
| PDB7 | I feel that the professional development opportunities provided by the school contribute to my career advancement                     |           |          |          |          |           |
| PDB8 | The school values and recognizes the importance of ongoing professional development for teachers                                      |           |          |          |          |           |

THANK YOU