

**RELATIONSHIP BETWEEN TEACHERS WELFARE AND TEACHERS
PERFORMANCE IN THE TEACHING AND LEARNING PROCESS IN
SELECTED GOVERNMENT AIDED PRIMARY SCHOOLS IN USUK COUNTY,
KATAKWI DISTRICT**

BY

ATOKE KEVIN

BU/UP/2019/3439

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT
OF ECONOMICS AND ENTREPRENUERSHIP IN THE PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE AWARD OF A BACHELOR'S
DEGREE OF SCIENCE EDUCATION BUSITEMA UNIVERSITY**

MAY, 2023

DECLARATION

I **Atoke Kevin**, declare that, the work in this report is a result of my own efforts and hard work and has never been submitted to any institution of learning in any part of the world for award of any academic qualification and if there is any citations have been made.

ATOKE KEVIN

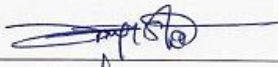
Sign *Atoke*

Date..... *31/5/23*

APPROVAL

This is to certify that this research report entitled relationship between teachers welfare and teachers performance in the teaching and learning process in selected government aided primary schools in Usuk county, Katakwi district been under my supervision and is now ready for submission.

Mr. MUGISHA INNOCENT (Supervisor)

Sign 

Date 31/5/2023

DEDICATION

I dedicate this work to my sponsors, FAWE UGANDA for their financial support towards my education journey and the mentorship services they rendered to me throughout this journey.

ACKNOWLEDGEMENTS

I want to express my special thanks of gratitude to my supervisor, Mr. Mugisha Innocent for his support guidance, my family members; my father Mr Ogulo Gabriel, my mother Mrs Stella Ogulo and my siblings for their support and guidance, encouragement and prayers.

I want to thank so much my sponsor FAWEU for their financial support and mentorship, I want to appreciate my mentors while at the university; Dr Egor Moses and Dr Zami Dennis Atibuni.

I also want recognize my course mates for their support towards my academics

Table of Contents

DECLARATION	Error! Bookmark not defined.
APPROVAL	Error! Bookmark not defined.
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
LIST OF ACRONYMS	ix
ABSTRACT.....	x
CHAPTER ONE.....	1
1.0 INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	2
1.3 The General Objective of the Study.....	3
1.4 Specific Objective of the Study.....	3
1.5 Research Questions	3
1.6 Scope of the Study.....	3
1.6.1 Content Scope	3
1.6.2 Geographical Scope	4
1.6.3 Time scope	4
1.7 Significance of the Study	4
CHAPTER TWO	5
LITERATURE REVIEW	5
2.1 Theoretical Review	5
2.2 Conceptual Framework work.....	7

2.2.1	Teachers' Housing and Teachers' Performance in the Teaching and Learning Process	7
2.2.2	Provision of Meals and Teachers' Performance in the Teaching and Learning Process	9
2.2.3	Medical Care Provision and Teachers' Performance in the Teaching and Learning Process	9
2.2.4	Summary of Literature Review	10
CHAPTER THREE		12
METHODOLOGY		12
3.0	Introduction	12
3.3	Study Population	12
3.4	Sample Size/Study Sample	13
3.5	Data Sources	13
3.5.1	Primary Data Sources	13
3.6	Data Collection Methods	14
3.6.1	Observation	14
3.6.2	Interviews	14
3.6.3	Questionnaire	14
3.7	Sampling Techniques	14
3.8.1	Interview Guide	14
3.9	Data Quality Control	15
3.9.1	Validity	15
3.10	Measurement of Variables	16
3.11	Procedure of Data Collection	16
3.13	Research Ethical Considerations	16

CHAPTER FOUR Presentation, Analysis and Interpretation of Data	17
4.1 Introduction	17
4.2 The Description of the Respondent’s Background	17
4.2 The Effect of Teachers’ Housing on Teachers’ Performance in the Teaching and Learning Process	18
4.2.2 Provision of Meals and Teachers Performance in the Teaching and Learning Process	22
4.2.3 The Relationship between Teachers Medical Care Provision and Teachers’ Performance in the Teaching and Learning Process	25
CHAPTER FIVE	29
SUMMARY OF THE STUDY FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	29
5.1 Introduction	29
5.2 Summary of Study Findings.....	29
5.2.1 Objective One	29
5.2.2 Objective Two	29
5.2.3 Objective Three	29
5.3 Discussion	30
5.3.1 Objective One.....	30
5.3.2 Objective two.....	31
5.3.3 Objective three.....	31
5.4 Conclusions	32
5.4.1 Objective one.....	32
5.4.2 Objective two.....	32
5.4.3 Objective three.....	32

5.5	Recommendations	33
5.5.1	Objective one	33
5.5.2	Objective two.....	33
5.5.3	Objective three.....	33
	REFERENCES	34
	APPENDICES	36
	APPENDIX I (RESEARCH QUESTIONNAIRE)	36

LIST OF TABLES

Table 1:	The Response Rate (Source: Field Data, 2023).....	17
Table 2:	The distribution of respondents by age (Source: Field Data, 2023)	18
Table 3:	The distribution of respondents by a sex (Source: Field Data, 2023)	18
Table 4:	The effect of teachers` housing on teachers` performance in the teaching and learning process (Source: Field Data, 2023).....	19
Table 5:	Provision of Meals and Teachers Performance in the teaching and learning process (Source: field data 2023).....	23
Table 6:	The relationship between teachers medical care provision and teachers` performance in the teaching and learning process (Source: field data 2023)	25

LIST OF ACRONYMS

UNESCO	united nations education societies and cultural organization
HIV	human immunodeficiency virus
AIDS	acquired immunodeficiency syndrome
FAWEU	forum for African women educationalist, Uganda chapter
BRAC	Bangladesh Rural and Advancement committee
URN	Uganda radio network
UNSER	Uganda national schools electronic registry
UNEB	Uganda National Examination Board
PLE	Primary Leaving Examination
MoES	Ministry of Education and Sports
DES	Directorate of Education Standards
PTA	Parents and Teachers Association
NAPE	National Assessment for Progress in Education

ABSTRACT

Teacher's performance management is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of schools are more effectively achieved, while at the same time benefiting teachers. This study was carried out to find out the relationship between teachers welfare on teachers' performance in government-aided primary schools in Usuk County, Katakwi District in the eastern region of the Uganda.

The study used a cross-sectional survey research design where both quantitative and qualitative approaches were utilized for data collection and analysis. Interview guides were used to collect qualitative data while a structured questionnaires instrument was used to collect quantitative data. The sample size was 150 people including females and males, people of different age groups. The researcher used the systematic analysis method to analyze quantitative data and thematic data analysis to analyze qualitative data.

The study found out that teachers' welfare highly influenced their performance that is provision of meals at school for teachers helped to keep teachers at school for long hours and this ensured that teachers do their work well, also accommodation reduces late coming and absenteeism since teachers stay near school, medical care is also paramount to keep teachers healthy and active to do their work. The study concluded that government should lay strategies to ensure that staff accommodation/houses are conducive and adequate; adequate facilities are put in place for teachers' to work on their health so to improve on their performance; local communities and parents should support schools by providing food items to make meals (balanced diet) available to teachers.

CHAPTER ONE

1.0 INTRODUCTION

This chapter entails background of the study, statement of the problem, purpose of the study, research questions, Objectives of the study, scope of the study and significance of the study

1.1 Background of the Study

School education in Uganda was introduced by missionaries in 1877 and was modeled along the British system of education because Uganda was a British protectorate from 1894 until 1962 when it attained independence.

The contribution of teachers to education has dynamic and strong tools for developing citizens and their society is indispensable especially in Usuk County. The invaluable roles and contributions of teachers to education in the development of an individual and the society can't be over emphasised. many nations adopt vibrant and functional teacher's welfare functional system as an instrument for the promotion of national development as well as effecting social desirable change, teachers are the back bone of every school, society and nation, without teachers teaching and learning will not take place.

The term teacher's welfare is used to describe various services provided to teachers in addition to the wages. Teacher's welfare benefits seem to be a serious problem in Usuk County in primary schools today; this is affecting teacher's performance and student's academic achievement.

Teacher's welfare according to Okeniyi (2003) covers prompt payment of salaries and wages, housing, medical, education facilities, cooperatives, societies, holiday with paid transport allowances, in service training and social insurance schemes. According to Sankara (2004), teacher's welfare is a term including various services, benefits and facilities offered to teachers by state ministry of education and respective school Managements. These include allowances, transportation, and others.

Teacher's performance entails the extent to which teachers carry out their jobs. As a result it's important to examine the various means of encouraging teacher performance in the school system.

REFERENCES

- Adelabu, M. A. (2005). Teacher Motivation and Incentives in Nigeria. A Paper Prepared for an International Research Project on Teachers' Motivation and Incentives in Africa and South Asia.
- Adeyemi, T.O. (2008). Teachers' Teaching Experience and Students' Learning Outcomes in Secondary Schools in Ondostate, Nigeria. *Asian journal of information technology*, 7 (5), 201–209.
- Afenyadu, G.Y., Agyepong, I. A., Barnish,G. & Adjeui,S. (2005). Improving Access to Early Treatment of Malaria. A Trial with Primary School Teachers as Care Providers. *Tropical Medicine and International Health*, 10(10), 1065 –1072.
- Aguti, J. N. (1996). The Dual Mode Approach. (Master's Dissertation, Makerere University, UN-HABITANT Report (2015). Wellbeing in Schools: Health Promotion International. New York City.
- UNESCO E (2007), Global Monitoring Report 2008; Education for all by 2015. Will we make it? UNESCO Paris; Oxford press University.
- Venkata & Lokanadha. (2015). A Study on Employee Welfare Measures with Reference to South Central Railway in India. *Zenith International Journal of Business Economics and Management*.
- Nairuba, J. (2011). Motivational Practices and Teachers' Performance in Jinja Municipality.
- Nairuba, K. (2011). Benefits of Kenya National Union of Teachers' Welfare Programmes to Primary School Teachers in Mwingi District, Kenya (Masters' Dissertation, Kenyatta University, 2009).
- Nairuba, N. (2011). Management in Education. Nairobi; Educational Research Publication.
- Namuddu, J., (2010). Staff Appraisal Systems and Teacher Performance at Aga Khan Schools in Kampala District. (A Masters' Dissertation, Makerere University, 2010)
- Kigenyi, E. M.(2017). Staff Welfare and Teachers' Performance in Public Primary Schools in Bugisu Sub Region, Uganda.

Karegyeza, B. (2022). Teachers Welfare and their Performance in Rubanda District. (A Masters' Dissertation, Kabale University.)

Amstrong, M. (2008). A Handbook of Human Resource Management Practices (10th edition). London; Kogan.

Amin, E. M. (2005). Social Science Research; Concepts, Methodology and Analysis. Kampala, Makerere University