

# Welfare and Teacher Performance Among Government Aided Secondary Schools in Kayunga District Uganda

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## Abstract

There has been an outcry about government's neglect of teachers' welfare within most secondary schools government-aided within Uganda. This study aimed at examining the link amongst welfare and teacher performance among secondary schools government-aided within Kayunga District, Uganda. The specific objectives of the study were; i) to examine the relationship between accommodation and teacher performance, ii) to examine the relationship between allowances and teacher performance, and iii) to examine the relationship between medical care and teacher performance among government aided secondary schools in Kayunga District, Uganda. This research embraced a correlational research design coupled with a quantitative approach. A sample size of 123 respondents was considered constituting of administrators and teachers from the two selected government aided secondary schools in the district. Both descriptive analysis and correlation analysis were employed to provide answers to the study phenomenon. This research revealed that (i) there is a moderately positive and statistically substantial link amongst accommodation and teacher performance among government aided secondary schools in Kayunga District, Uganda ( $r = 0.475$ ,  $P\text{-value} = .000$ ), (ii) there was a strong positive and statistically significant relationship between allowances and teachers effectiveness in secondary government-aided schools in Kayunga District, Uganda ( $r = 0.547$ ,  $P\text{-value} = 0.000$ ) and (iii) there is a strong positive and statistically significant relationship between medical care and teacher performance among government aided secondary schools in Kayunga District, Uganda ( $r = 0.523$ ,  $P\text{-value} = 0.000$ ). Therefore, the study concluded that an improvement in welfare in terms of accommodation, allowances, and medical care can lead to a significant improvement in teacher performance among secondary government-aided schools within Kayunga District, Uganda. The study recommended that the government and school administrators should boost teachers 'welfare by giving them allowances, medical care, and accommodation as these play a significant role in enhancing teachers' motivation, commitment and eventual improvement in performance.

**Keywords:** Welfare, Teacher Performance, Accommodation, Allowances, Medical Care, and Government Aided Secondary Schools

## Introduction

The study aimed at examining the relationship between welfare and teacher performance among secondary schools government-aided within Kayunga District. The following sub-sections presents the back ground of the study.

Welfare have a long history and dates back to the early 1820s, during the Industrial Revolution (Akongai, 2021). While employee welfare was initially voluntary, employers, governments, industrialists, trade unions, and academics became keenly interested in labor welfare services and measures as a result of the Great Depression, the First World War (1914–1918), and the efforts of the International Labour Organization (ILO) followed. Over the years, several researchers worldwide have also indicated that welfare can indeed be applied in enhancing teachers' job performance. For instance, UNESCO indicated that good welfare circumstances that support teachers' productivity and focus on their work as professionals (Johnson et al., 2023). In Ghana, according to a Johnson et al., 2023 study, public basic school teachers' performance is positively impacted when they get welfare packages. Manafa (2020) also revealed that welfare packages like housing allowances have an impact on secondary school private teachers' performance. Furthermore, Ashaba, Twebaze and Novatus (2020) established that there's a substantial favorable link amongst teachers' well-being and productivity on the job. Therefore, it was advised that instructors receive their salary and benefits on a regular basis and on schedule. Teachers should be provided with lodging, food, and other amenities to motivate them to put in a lot of labor. Provision of welfare benefits is also a common practice among Ugandan government aided schools (Mazaki, 2017). Nevertheless, the performance of teachers in most of these school is deteriorating as distinguished by poor lesson planning, absenteeism, and poor methods of learning (Akongai, 2021).

Maslow's 1954 Hierarchy of Needs Theory acted as the compass for the investigation. This hypothesis is predicated on the knowledge that a person's motivation originates from their desire to satisfy or accomplish a need (Jones & George, 2006). There are five fundamental concepts from the human hierarchy of needs, according to Maslow (1954). In addition to security demands, there are wants for self-actualization, esteem, belonging, and physiology. The five-leveled triangle that represents Maslow's theory of needs is known as the Hierarchy of Needs. Relating to Maslow, meeting needs at lower level comes before meeting higher level requirements. Relating to Maslow, unless needs at lower level are encountered, needs higher at level like those for self-actualization or self-esteem do not become noticeable, even when they remain unmet. The fundamental tenet of the necessity According to theory, people are motivated to accomplish their goals at work in order to satisfy their desires.

In this study, the independent variable is Welfare. Welfare are defined as the benefits, packages, and pay that are given to educators alongside the income or earnings in order to improve their well-being (Ramana et al., 2015). In terms of living and working conditions, they include some or all of the amenities offered by or close to the company (Varadaraj & Charumathi, 2019). The study's dependent variable is Teacher's performance which describes how well teachers use their time, skills, knowledge, attitudes, and tangible wealth such as computers, furnitures, textbooks, and schools' purchases to support the schools towards achieving its goals (Bentili, 2021). A teacher's performance was always measured by the lessons they have prepared, their regularity and punctuality, the learning and teaching process in the classroom, and their observation of extracurricular events like sports, field trips, and cultural celebrations in order to meet educational goals and objectives (Bentili, 2021).

The study was conducted in relation to secondary government-aided schools within Kayunga district where despite existence of several welfare benefits like Accommodation, Medical care and Allowances to

teachers, their performance remains poor and deplorable (KDLG-DIS Status Report, 2022). The indicators of poor and deplorable teachers' job performance despite existence of welfare benefits is what prompted the researcher to propose the current study to ascertain whether teacher effectiveness in secondary government-aided schools where Kayunga district is statistical and correlated with welfare.

### **Statement of the Problem**

Ideally, teachers are supposed to be provided with good welfare such as decent accommodation, allowances, meals, medical care and others in order for them to achieve desired performance (Akongai, 2021). Such welfare benefits will cause a rapid effect on instructors' attentiveness, physical efficiency, and mental capacity, leading to increased job performance (Ashaba, Twebaze & Novatus, 2020). In view of the foregoing secondary schools government-aided within the Town council of Kayunga endeavor to offer several welfare benefits like accommodation, medical care and allowances to teachers with hope that these would enhance teachers' job performance. The above notwithstanding however, teachers' job performance in these schools has been reported to be poor and deplorable (KDLG-DIS Status Report, 2022). It was for instance reported that teachers' absenteeism was taking an upward trend with most of them only appearing at school during lunch hours and disappear thereafter. Many were reported to be spending school time in running private businesses and others moonlighting in over 3 schools which left most of their lessons unattended to. Those that would choose to stay at school would spend most of the time conversing under tree shades and hence arrive late or miss their lessons. Others would simply teach and immediately go out of school without attending to other school activities. Lesson preparation was also shocking since a survey conducted by the District Inspector of Schools (DIS) in one of the schools indicated that out of the 89 teachers, only 12 had approved and updated lesson plans and schemes of work. Majority of the teachers were also found to be using old and inappropriate teaching methodologies and a less than half of them had labored to embrace the new curriculum approved by the ministry of Education (KDLG-DIS Status Report, 2022).

It is feared that if this state of affairs is not checked and teachers' performance continues to deteriorate, the overall performance of the schools including students' performance is also likely to be adversely affected. Besides, the situation is likely to drain the resources of the schools since their management might continue committing resources to the different welfare benefits yet they may not be yielding any fruits. A study like this to examine whether there is any statistically substantial connection amongst teacher performance and welfare among secondary schools that are government aided within Kayunga district was therefore necessary.

### **Objectives of the Study**

The general and specific objectives were used.

#### **General Objective**

To examine the relationship between welfare and teacher performance among secondary schools government-aided in Kayunga District, Uganda.

#### **Specific Objectives**

The research aimed to accomplish the subsequent particular goals.

1. To examine the relationship between accommodation and teacher performance among government aided secondary schools in Kayunga district, Uganda.
2. To examine the relationship between allowances and teacher performance among government aided secondary schools in Kayunga district, Uganda .
3. To examine the relationship between medical care and teacher performance among government aided secondary schools in Kayunga district, Uganda.

### Hypotheses of the Study

These subsequent alternate theories were the focus of the study's testing:

**H<sub>a1</sub>:** There is a statistically significant relationship between accommodation and teacher performance among government aided secondary schools in Kayunga district, Uganda.

**H<sub>a2</sub>:** There is a statistically significant relationship between allowances and teacher performance among government aided secondary schools in Kayunga district, Uganda.

**H<sub>a3</sub>:** There is a statistically significant relationship between medical care and teacher performance among government aided secondary schools in Kayunga district, Uganda.

### Significance of the Study

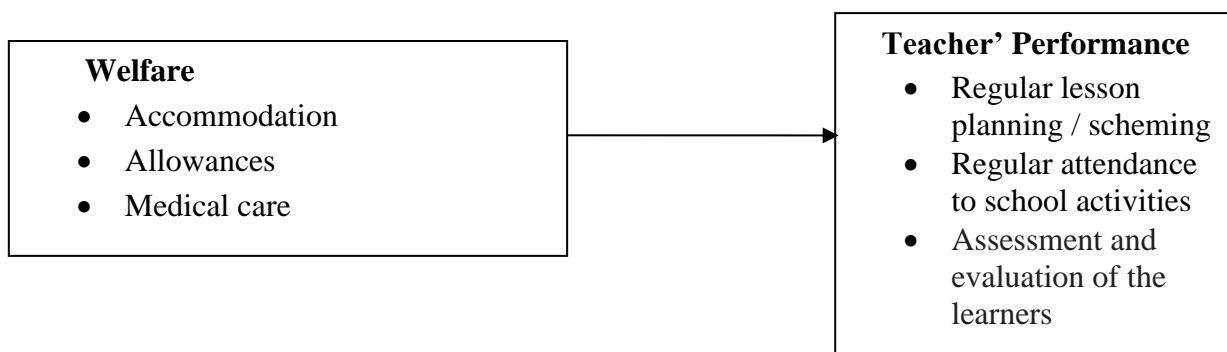
The following are some possible uses for the study's findings:

1. This investigation outcomes might also be helpful to administrators of government aided secondary schools in Kayunga District as it will propose how best they could design and implement the different welfare to be able to improve teachers’ job performance.
2. The education and sports ministry might also utilize the discoveries and recommendations of the research to design policies upon well-being and teacher performance
3. The conclusions of this investigation might be beneficial to future researchers, scholars and academicians who may wish to undertake studies on welfare and teacher performance.

### Conceptual Framework

The proposed connection amongst the dependent variables and independent variables is shown under this conceptual framework within the following illustration.

**Figure 1.1: Conceptual Framework**



*Source: Researcher (2024) based on a study conducted by Akongai (2021).*

The figure shows that all the three welfare (accommodation, allowances and medical care) have a direct relationship with Teacher Performance which would be reflected by regular lesson planning/scheming,

regular attendance to school activities and assessment and evaluation of learners. It was for instance expected that other factors held constant, if the three elements of welfare (accommodation, allowances and medical care) are effectively provided, they will enhance Teacher Performance. For example if accommodation is provided to teachers, it would motivate them to be available to the school and engage in school activities which would ultimately improve their performance. The same would happen if allowances and medical care are also provided.

## **Literature Review**

In this chapter, an attempt was made to review current research on the variables being studied. Journals, magazines, reports, dissertations, and other publications were the sources of the literature. Literature was reviewed and presented following the themes of the study.

## **Theoretical Perspective**

Maslow's 1954 Hierarchy of Needs Theory acted as the compass for the investigation. This hypothesis is predicated on the knowledge that a person's motivation originates from their desire to satisfy or accomplish a need (Jones & George, 2006). There are five fundamental concepts from the human hierarchy of needs, according to Maslow (1954). In addition to security demands, there are wants for self-actualization, esteem, belonging, and physiology. The five-leveled triangle that represents Maslow's theory of needs is known as the Hierarchy of Needs. Meeting lower level wants should come before meeting higher level requirements, in accordance with Maslow. Higher level needs won't arise if lower level needs aren't satisfied, according to Maslow like those for self-actualization or self-esteem do not become noticeable, even when they remain unmet. The fundamental tenet of the necessity According to theory, people are motivated to accomplish their goals at work in order to satisfy their desires. When an employee performs well and helps the company reach its goals, a manager needs to find out what wants the employee is attempting to fulfill at job to guarantee that the worker is getting consequences which support the necessities. This current study similarly operated under the assumption that providing welfare to teachers enables them to meet their needs, which in turn improves their performance.

## **Empirical Literature Review**

Several trainings that had to be piloted on a connection amongst teacher performance and welfare. These studies are listed below according to the particular goals of the current investigation.

## **Accommodation and Teacher Performance**

There are numerous readings that have been piloted on accommodation and its contribution towards teacher's performance. For instance, Akongai (2021) inspected the effects of teachers' housing upon educators' performances within particular elementary educational institutions in Tingey County, Kapchorwa District, received government assistance. Specifically, the research a cross sectional inspection was used as investigation method. Simple random and selective sampling method was utilized to choose 113 participants for this research. Statistics were gathered utilizing interviews guide and questionnaires. According to the study, housing for teachers has an impact on their effectiveness. The investigation found that housing for teachers is paramount to enhance teachers' performance. Kigenyi (2017) in his study in Uganda's Bugisu sub-region, public elementary schools' staff welfare and instructors' performance showed there weren't enough teacher homes in the Bugisu sub-region's public primary

schools and that housing has a substantial statistical effects upon the effectiveness of this instructors. Many teachers were obliged to live in rented residences when they were away from school due to a shortage of suitable teacher housing. Educational institutions in Kapchorwa District are finding difficulties in accommodating their staff or even moderate housing for teachers. From Kigenyi's findings, It is determined that a major improvement in the housing options for teachers results in a rise in their effectiveness.

Johnson, Bortsie-Ghartey, Boasu, Ansah and Peprah (2023) assessed Welfare Package and the effectiveness of instructors within Ghana's schools that are public-basic is a subject of study. The study used a cross-sectional survey research design. Data collected as of 15 key informants who were purposefully chosen from a random sample of 153 teachers. According to the report, functional Welfare Packages such as housing facilities have a significant positive contribution towards Teachers' Performance.

### **Allowances and Teacher Performance**

There are numerous lessons that have been piloted on allowances and its contribution towards employee job performance. For instance, Simanjorang and Tumbuan (2016) looked at the connection amongst employees' development and performances allowances and worker output at the Manado state assets and service office. 38 respondents completed questionnaires, which would be utilized to gather information all for those worked for KPKNL Manado, using the saturated sampling technique. The investigation's conclusions indicated performance allowances had a considerable influence upon employee performance in addition to employee development. These effects occur partially and concurrently. This emphasizes even more how important allowances are in raising employee performance.

Nyakundi and Kemunto (2016) investigated about the Effects of Employee Motivation at Kisii Teaching and Referral Hospital health workers' performance is examined within the case study. This investigator employed secondary and primary procedures to gather pertinent data, including surveys and medical records, which provided crucial information for this investigatio. The investigation's research design was descriptive, and the investigator combined qualitative and quantitative methods. The study discovered that allowances had a favorable impact on worker performance based on the data gathered. This can be interpreted to mean that management of an organisation can enhance performance of employees by increasing the allowances paid to them.

Parsa (2017) studied the impact of work-related allowances upon creativities of secondary vocational school (SMK) teachers within East Nusa Tenggara Province (Province NTT). A survey method was used in the investigation. Four counties and one municipality within the Province of East Nusa Tenggara (Province NTT) comprised of a sample that was chosen using a technique of random sampling. This study concluded there exists no optimistic direct effects of these payments that SMK teachers in NTT state received on their performance. This is demonstrated by the -0.013 correlation coefficient and -0.08 path coefficient between the teachers' performance and their allowances. This could be taken to indicate that occasionally, performance of employees may not be impacted by the sizes of allowances acknowledged.

### **Medical Care and Teacher Performance**

There are numerous studies that have been done on medical care and its contribution towards teacher's performance. For instance, Ashaba, Twebaze and Novatus (2020) assessed the impact of instructors' well-being on their ability to do their jobs using a descriptive design of cross-sectional survey within Uganda's

Mbarara City secondary schools. According to the survey, secondary school teachers' well-being with regard to accommodation as well as performances bonuses, health insurance, school supplies, meals, transportation benefits, possibilities for professional growth, classroom atmosphere, and government policies toward teachers is of a mediocre caliber. There was also a perception of a moderate level of job performance among teachers. Additionally, the research initiated a somewhat optimistic link amongst instructors' welfare and such as medical care services and job effectiveness.

Kahungya (2016) conducted a study on uses field data gathered at the Office of the Vice President within Dar Es Salaam to examine an influence of motivation on worker performance. To find the link amongst 2 variables, an association technique was used. The findings showed a favorable correlation between medical benefits and performance, suggesting that raising medical benefits will also boost worker productivity.

Akongai (2021) examined the impact that medical treatment for teachers has on their performance in a subset of primary schools that are government-aided within Tingey County's Kapchorwa District. Particularly, a research design of cross-sectional survey was utilized under this research. A sample of 113 people was chosen to take part in the study utilizing straightforward purposive and random sampling methods. An interview guide and questionnaires were employed to gather statistics. According to the study, there was a strong link between the provision of medical care and instructors' performance, as indicated by the Pearson Product Moment link Coefficient of  $r=0.544$  and a value of probability  $p=.000$ , which was smaller than  $\alpha=.01$ . This investigation concluded that it is critical to consider teachers' medical care as a vital ingredient in stimulating teachers' performance.

## **Methodology**

### **Research Design**

A design of correlational research was utilized for this investigation. A correlational design, according to Oso and Onen (2008), is concerned with determining if and to what extent two or more quantitative variables are related. Since this researcher's goal was to investigate the connection between welfare and teacher performance in secondary schools with government assistance within Kayunga District, he employed the correlation investigation methodology. In this investigation, a quantitative technique was used.

### **Study Population**

Study population comprised of every participant in a legitimate or theoretical group, event, or item from which a researcher wishes to extrapolate the research's findings (Gall, Gall, & Borg, 2014). Teachers and administrators from the two chosen schools in the study area made up the study population. Staff lists obtained from the two schools indicated that these were 180 in total and worked as the study population.

### **Sample Size**

According to Copper and Schnilder (2013), a sample is regarded as a tiny piece taken from a population that is easily accessible. 123 respondents were chosen as a sample out of the 180 people in the population. These were chosen using the guidelines provided in the table by Krejcie and Morgan (1970) aimed at figuring out the size of the sample (included in appendix ii).

### **Sampling Techniques**

This method is employed by researchers to choose a sample of people or items from a community to be the focus of their investigation (Kombo & Tromp 2006). By employing a stratified simple random approach, the investigator is capable of selecting 123 respondents for the sample. A stratified random sampling strategy, according to Robson (2014), entails splitting the sample population into important strata that share similar traits. The respondents in this study were also divided based on their respective schools. Thereafter, respondents from each stratum to determine the sample size (appendix ii included).

### **Scope of the Study**

Regarding the breadth of the content, the investigation's goal was to investigate the link amongst teacher effectiveness and wellbeing within Kayunga District secondary government-aided schools. It specifically focused on accommodation, allowances and medical care examining how each of these relates with teacher performance among government aided secondary schools in Kayunga District. The study's time frame was from 2019 to 2022 because this is the period where more cases of teachers' poor performance were highlighted by KDLG-DIS Status Report (2022). The investigation was conducted at secondary government-aided schools in Kayunga District.

### **Data Collection Instruments**

Since the study was entirely quantitative, the only method for gathering data was through closed-ended questionnaires. In this study, closed-ended questionnaires were used as they are simple to analyze and quantify as indicated by Amin (2005). Every response to the survey was evaluated using a five-point Likert scale: Four points are awarded for agreement, three for hesitancy, two for disagreement, and one for extreme disagreement.

### **Data Analysis**

Pallant (2011) says that the process of looking over raw data in order to make inferences about the information it contains is known as data analysis. After being coded, modified, and loaded into the SPSS (Version 21) program, quantitative data from the self-administered questionnaire was used to generate descriptive and inferential statistics (Spearman's Rank Correlation analysis). The current association between welfare and teacher effectiveness was ascertained using Spearman's Correlation Analysis among government aided secondary schools in Kayunga district. This is based on Kothari (2004) who observed that a correlation analysis is the one used in determining the link amongst more than two variables.

### **Ethical Considerations**

Investigation ethical considerations, according to Cohen et al. (2013), are moral guidelines that researchers must go by so as to safeguard both the research subjects and themselves they are studying. In this study, consent of all respondents was also sought and they were assured that the information given was to be kept completely private and utilized only for scholarly purposes. Findings were reported as obtained from the field. Further all the authorities used in the text were acknowledged in the list of references.

### **Study Findings**

This section gives an overview on the findings on the descriptive statistics of the correlation analysis and the respondents' demographic features to provide answers to the investigation objectives.



### Findings on the Demographic Characteristics

This investigation assessed correlation analysis and the respondents' demographic features who participated in this investigation from the different selected government aided secondary schools in Kayunga District and the results are displayed within Table 1;

**Table 1: Demographic Composition of Respondents**

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Male	82	66.7
	Female	41	33.3
	<b>Total</b>	<b>123</b>	<b>100.0</b>
Age Category	18-30 years	16	13.0
	31-40 years	63	51.2
	41-50 years	32	26.0
	Above 50 years	12	9.8
	<b>Total</b>	<b>123</b>	<b>100.0</b>
Level of Education	Diploma	21	17.1
	Bachelor's Degree	84	68.3
	Postgraduate	18	14.6
	<b>Total</b>	<b>123</b>	<b>100.0</b>

*Source: Field Data (2024)*

Based on the data presented in Table 1, it can be inferred that 82 (66.7%) of the study participants were men, whereas only 41 (33.3%) were women. The study's findings also demonstrated that majority of respondents, or 63 (51.2%), were between the ages of 31 and 40. Next, or 32 (26.0%), were between the ages of 41 and 50. Finally, or 16 (13.0%) of the respondents were between the ages of 18 and 30, and the least amount, or 12 (9.8%), of the respondents were over the age of 50.

Additionally, the study findings revealed that majority 84 (68.3%) of The participants who participated in the research had completed their schooling up to the bachelor's degree level, followed by Of the responders, 21 (17.1%) finished their diploma program, and the fewest amount of the respondents (18 (14.6%) had completed their postgraduate degree.

### Findings on the Study Objectives

The section displays the findings relating to this study specific objectives.

### Relationship between Accommodation and Teacher Performance among Government Aided Secondary Schools in Kayunga District, Uganda

This research sought to examine the connection amongst accommodation and teacher performance among secondary schools that are government aided within Kayunga District, Uganda. The connection was established using the analysis Spearman's Rank correlation and these conclusions displayed exist within Table 2.

**Table 2: Correlation findings on the Relationship between Accommodation and Teacher Performance among Government Aided Secondary Schools in Kayunga District, Uganda**

		Accommodation	Teacher Performance
<b>Accommodation</b>	Spearman’s Correlation Coefficient	1.000	.475**
	Sig. (2-tailed)	.	.000
	N	123	123
<b>Teacher Performance</b>	Spearman’s Correlation Coefficient	.475**	1.000
	Sig. (2-tailed)	.000	.
	N	123	123

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

Source: Field Data (2024)

The conclusions in Table 2 discovered that there’s a moderately optimistic and statistically substantial connection amongst accommodation and teachers’ performances among secondary schools government aided within Kayunga district, Uganda ( $r = 0.475$ ,  $N = 123$ ,  $P\text{-value} = .000$ ) at a .0 significance level. This study findings imply that an increase and enhancement in accommodation moderately but significantly leads to an improvement in teacher performance among secondary school that are government aided within Kayunga district, Uganda.

**Relationship between Allowances and Teacher Performance among Government Aided Secondary Schools in Kayunga District, Uganda**

The investigation also looked towards a connection amongst teacher performance and allowances in Uganda's Kayunga District's government-aided secondary schools. The relationship was established using Spearman’s Rank correlation analysis and Table 3 presents the findings.

**Table 3: Correlation Findings on the Relationship between Allowances and Teacher Performance among Government Aided Secondary Schools in Kayunga District, Uganda**

		Allowances	Teacher Performance
<b>Allowances</b>	Spearman’s Correlation Coefficient	1.000	.547**
	Sig. (2-tailed)	.	.000
	N	123	123
<b>Teacher Performance</b>	Spearman’s Correlation Coefficient	.547**	1.000
	Sig. (2-tailed)	.000	.
	N	123	123

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

Source: Field Data (2024)

Table 3's results showed a statistically significant and substantial positive correlation amongst allowances and teachers’ performances among secondary schools government-aided within Kayunga district, Uganda ( $r = 0.547$ ,  $N = 123$ ,  $P\text{-value} = .000$ ) at a .01 significance level. This study findings imply that an increase in allowances given to teachers strongly and significantly leads to an improvement in teacher performance among secondary schools government- aided in Kayunga district, Uganda.

**Relationship between Medical Care and Teacher Performance among Government Aided Secondary Schools in Kayunga District, Uganda**

In addition, the investigation looked towards a connection between teacher effectiveness and medical treatment in Uganda's Kayunga district's government-aided secondary schools. The relationship was established using Spearman's Rank correlation analysis and the outcomes are displayed within Table 4.

**Table 4: Correlation Findings on the Relationship between Medical Care and Teacher Performance among Government Aided Secondary Schools in Kayunga District, Uganda**

		Medical Care	Teacher Performance
<b>Medical Care</b>	Spearman's Correlation Coefficient	1.000	.523**
	Sig. (2-tailed)	.	.000
	N	123	123
<b>Teacher Performance</b>	Spearman's Correlation Coefficient	.523**	1.000
	Sig. (2-tailed)	.000	.
	N	123	123

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

Source: Field Data (2024)

Table 4's results showed that there's a substantial statistical and strong favorable relationship between medical care and teachers' performances among secondary schools government-aided within Kayunga district, Uganda ( $r = 0.523$ ,  $N = 123$ ,  $P\text{-value} = .000$ ) at a .01 significance level. This study conclusions suggest that a rise and enhancement within the healthcare provided towards the teachers considerably and significantly leads to an improvement in teacher performance among secondary schools government-aided within Kayunga district, Uganda.

**Conclusion**

This investigation concluded that welfare regarding terms of accommodation, allowances, and medical care showed a substantial statistical correlation with the effectiveness of teachers within secondary government-aided schools under Kayunga District, Uganda. Therefore, an increase within different forms of welfare resultantly lead to an improvement in teachers' performances within secondary schools government-aided under Kayunga District, Uganda.

**Recommendations**

This study recommends that the government and administrators of schools should promote teacher welfare through giving them allowances, medical care, and accommodation as these play a significant role in enhancing teachers' motivation and job satisfaction which influences an improvement in teachers' performances in secondary schools government-aided under Kayunga District, Uganda.

This study also recommended that policymakers should design and implement policies, programs, and interventions aimed at improving the welfare of teachers in different schools as this would significantly influence teacher performance in all schools including government-aided secondary schools in Kayunga District, Uganda.

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