

# Teacher Welfare and Learners' Performance in Selected Government Aided Primary Schools in Yumbe District, Uganda

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**Abstract-** The study focused on teacher welfare and learner performance in government-aided primary schools in Yumbe District, Uganda. The study was guided by the following objectives: (i) to examine the relationship between teachers' housing and learners' performance in government-aided primary schools in Yumbe District; (ii) to assess the relationship between teachers' provision of meals and learners' performance in government-aided primary schools in Yumbe District; and (iii) to investigate the relationship between teachers' administrative support and learners' performance in government-aided primary schools in Yumbe District. A correlational research design with a mixed research approach was adopted, utilizing both quantitative and qualitative methods. The study population was 240, with a sample size of 148 determined using the Krejcie and Morgan table (1970). Quantitative data was analyzed using SPSS, involving descriptive statistics followed by inferential statistics. The study findings revealed a positive correlation between the provision of meals to teachers and learner performance, with a strong and statistically significant relationship ( $r = 0.742$ ,  $p = 0.000$ ). Similarly, administrative support to teachers showed a moderate positive correlation with learner performance, also demonstrating a strong and statistically significant relationship ( $r = 0.581$ ,  $p = 0.000$ ). However, the provision of houses to teachers exhibited a weaker correlation with learner performance, which was not statistically significant at the 0.05 level ( $r = 0.255$ ,  $p = 0.062$ ). Regression analysis further confirmed significant relationships between teacher welfare factors and learner performance. The provision of meals and administrative support emerged as significant predictors of learner performance, with standardized coefficients (Beta) of 0.11 and 0.20, respectively. For every unit increase in the provision of meals or administrative support to teachers, learner performance was expected to increase by approximately 4.356 units and 4.809 units, respectively. Although the provision of houses to teachers also showed a positive relationship with learner performance, the effect size was relatively smaller (Beta = 0.14,  $B = 1.214$ ). In conclusion, this study highlights the importance of teacher welfare factors, particularly the provision of meals and administrative support, in enhancing learner performance in primary schools. The study recommends that policymakers and school administrators prioritize interventions that improve teacher welfare, as they have significant implications for overall educational outcomes in government-aided primary schools. Further research should be conducted on the factors influencing teacher welfare and their impact on learner performance, as well as to validate these findings in other contexts.

**Keywords-** Teachers' welfare, performance, government aided primary schools, Uganda.

## I. INTRODUCTION

Teacher welfare refers to the overall well-being and support of teachers in their professional, personal, and emotional lives (Mujuni et al., 2022). This can encompass various aspects such as fair compensation, free housing, access to resources and professional development, supportive work environments, and recognition of their contributions to education (Mazaki, 2017). Globally, the effects of the first world war of 1914-1918 led to the establishment of the ILO which investigated improving the welfare of workers. In Africa, teachers' welfare is traced to the 1940s and 1950s which emerged as a result of the colonial attempts to stabilize the urban African social class (Seekings, J 2007). According to Manzini and Gwandure (2011), employee welfare measures were meant to reduce absenteeism and increase efficiency and productivity. In Uganda, teacher welfare is traced to the period after World War 1 following the establishment of International Labour Organization as some of its people participated in the war where it became a member and is a signatory to many international bodies including the human rights body (Namara & Kasaija, 2016). Specifically, teacher welfare was given attention between 1971 and the 1980's when parents stepped in to improve teacher welfare by forming Parents Teacher Associations (Mujuni, Mwesigye, & Kazooba, 2022). In west Nile particularly in Yumbe district, the performance of learners in government aided primary schools has been below average (child of hope). Its against this background that the researcher intended to examine the relationship between teacher's welfare and learner's performance in government aided primary schools in Yumbe.

### 1. Statement of the Problem

Learners' performance in Universal Primary Education Schools in Yumbe District has been subpar (Child of Hope, 2020). According to Yumbe District PLE report (2021), 4% of the 2123 learners that sat for the exams had exceled with first grade. Further, Yumbe District Education Department Report (2022) indicated that Aringa east county was the worst performing in PLE with a failure rate of

34%. This attracted the attention of the District Administrators and resolved to closely monitor teaching within the constituency (Yumbe District Inspector of schools, 2022). However, still the performance of learners remained poor with majority of the learners at Legu primary school, Lodenga primary school and Rimbe primary schools getting F9 in mathematics in PLE (Yumbe District Education Department, 2022). This prompted the researcher to examine the relationship between teacher welfare and learners performance in Yumbe district.

### 2. Purpose of the Study

The purpose of the study was to establish the relationship between teacher welfare and learners' performance in government aided primary schools in Yumbe district.

### Specific Objectives

- To examine the relationship between of teachers housing and learners' performance in government aided primary schools in Yumbe district.
- To assess the relationship between teachers provision of meals and learners' performance in government aided primary schools in Yumbe district.
- To investigate the relationship between teacher's administrative support and learner's performance in government aided primary schools in Yumbe district.

### Significance of the Study

- This study will help to guide primary school heads and administrators in mobilizing and allocating resources effectively based on the needs of the areas suffocating. It will also help the district and other stakeholders to plan how to support the teachers and prepare the budgets according to the needs of the schools.
- It will also help the Ministry of education in forming policies aimed at improving education outcomes that are useful to the education quality of primary schools
- Finally, the study findings will act as a springboard to future research by adding on the existing knowledge especially as limited

studies exist in relation to teacher welfare and teacher performance specifically in Uganda.

teachers; learner's performance is expected to increase by approximately 4.809 units.

## II. METHODOLOGY

A descriptive, correlational and mixed approach was adopted, utilizing both qualitative and quantitative methods. The researcher used a questionnaire and interview guide to collect primary data for this study and documentary review method to collect secondary data of the study. Quantitative data was analysed using SPSS but prior to the analysis; it was sorted, scrutinized and captured in SPSS. Pearson correlation was used for analysis of the relationship between two variables and Regression was used to analyse many variables.

## III. RESULTS/FINDINGS OF THE STUDY

### 1. Objective

There is a weak positive and significant statistical relationship between provision of houses to teachers and learner's performance in government-aided primary schools, according to correlational findings,  $r = 0.255$ . The coefficient (B) is 4.356, suggesting that for every unit increase in the provision of meals to teachers, learner's performance is expected to increase by approximately 4.356 units.

### 2. Objective

There is a strong and positive relationship between the provision of meals to teachers and learner's performance in government-aided primary schools, according to correlational findings,  $r = 0.742$ . The coefficient (B) is 1.214, suggesting that for every unit increase in the provision of houses to teachers, learner's performance is expected to increase by approximately 1.214 units.

### 3. Objective

Results show a moderate positive association between administrative support to teachers and learner's performance in government-aided primary schools, according to correlational findings,  $r = 0.581$ . The coefficient (B) is 4.809, suggesting that for every unit increase in administrative support to

## IV. DISCUSSION

The teachers' housing and learners' performance in government aided primary schools in Yumbe district

The study revealed that there is a moderate and positive relationship between teachers' housing and learners' performance in government aided primary schools in Yumbe district. One study conducted by Mwangi et al. (2016) in Kenya revealed that teachers' housing conditions significantly affected their job satisfaction and, subsequently, their teaching effectiveness. The researchers found that teachers who lived in decent housing were more productive than those who did not. Moreover, they reported that better housing led to improved morale and motivation among teachers, which positively influenced learners' academic achievement (Mwangi, Muthama & Kinyua, 2016).

Another study by Ng'ang'a (2017) in Uganda demonstrated that the provision of decent housing for teachers led to increased attendance and improved academic performance among primary school students. The researcher noted that when teachers had access to adequate housing, they were less likely to be absent from school due to housing-related issues. Consequently, students benefited from consistent instruction and learning opportunities (Ng'ang'a, 2017).

A study by Owusu-Sekyere (2020) in Ghana explored the relationship between teachers' housing conditions and their professional development. The findings indicated that poor housing negatively affected teachers' professional growth and contributed to high turnover rates. Furthermore, the researcher suggested that improving teachers' living conditions could lead to increased job satisfaction and retention – ultimately benefiting learners through stable and effective instruction (Owusu-Sekyere, 2020).

The provision of meals to teachers and learners' performance in government aided primary schools in Yumbe district

The findings revealed that there is a significant and positive relationship between provision of meals to teachers and learners' performance in government aided primary schools in Yumbe district. A study conducted by Abuya et al. (2017) investigated the effect of providing meals to teachers on learners' academic performance in Kenyan primary schools. The research found that teachers who received daily meals showed improved job satisfaction and motivation, leading to better classroom engagement and ultimately enhancing students' academic outcomes. This study highlights the positive correlation between teacher well-being, as supported by meal provisions, and student achievement.

In a similar vein, a study by Mwiria (2019) examined the impact of meal provision on teacher retention rates and student performance in Ugandan primary schools. The findings revealed that schools that offered meals to teachers experienced lower turnover rates and higher levels of teacher commitment. This stability in staffing positively influenced the learning environment, contributing to improved student learning outcomes across various subjects. A report by the World Food Programme (WFP) (2018) emphasized the importance of nutrition interventions for teachers in enhancing educational quality and equity. The report highlighted how providing nutritious meals to teachers not only improved their health and well-being but also boosted their productivity and effectiveness in the classroom. As a result, students benefited from a conducive learning environment that promoted academic success. A study conducted by Smith et al. (2020) synthesized findings from multiple studies on the relationship between teacher nutrition programs and student performance. The analysis revealed a consistent pattern indicating that schools with meal provisions for teachers exhibited higher student attendance rates, reduced dropout rates, and improved academic achievement compared to those without such support. These results underscored the

significant role of teacher well-being in shaping students' educational outcomes.

The administrative support to teachers and learner's performance in government aided primary schools in Yumbe district

The findings revealed that there is a moderate and positive relationship between administrative support to teachers and learner's performance in government aided primary schools in Yumbe district. A study conducted by Mwangi et al. (2018) in Kenya revealed that administrative support significantly improved teachers' job satisfaction and, subsequently, their instructional practices. The researchers found that when head teachers provided adequate administrative support to their staff, teachers were more likely to engage in effective teaching strategies such as active learning and student-centered instruction (Mwangi, Gitau & Kinyua, 2018). These strategies have been shown to positively influence learners' academic performance (Hattie & Timperley, 2007). A study by Ng'ang'a and Muthama (2019) in Tanzania demonstrated that administrative support facilitated teachers' professional development. The researchers reported that when school administrators provided opportunities for continuous professional development and mentoring programs for teachers, learners exhibited better academic achievement (Ng'ang'a & Muthama, 2019). This finding is consistent with previous research indicating that professional development initiatives can lead to improved teacher effectiveness and student learning outcomes (Darling-Hammond & McLaughlin, 2016).

A study by Owusu-Sekyere et al. (2021) in Ghana highlighted the importance of administrative support in addressing classroom resource scarcity. The researchers found that when school administrators effectively managed resources such as textbooks and teaching materials, learners performed better academically compared to those in classrooms with insufficient resources (Owusu-Sekyere, Osei-Assibey & Osei-Tutu, 2021). This finding underscores the significance of adequate resource allocation as a critical component of

effective administrative support. A study by Kamau et al. (2023) in Uganda emphasized the role of administrative support in creating an enabling learning environment. The researchers reported that when school administrators ensured that classrooms were conducive to learning through regular maintenance and provision of basic amenities such as water and electricity supply, learners demonstrated better academic performance (Kamau, Wambui-Gichuri & Waweru-Mungai, 2023). This finding aligns with previous research suggesting that a well-maintained physical learning environment can contribute positively to students' academic success (Friedman et al., 2014).

## V. CONCLUSION

There was a strong positive correlation and significant relationship between the provision of meals to teachers and learner's performance. The availability of nutritious meals for teachers positively impacts their health, well-being, and ultimately, their ability to effectively teach, resulting in improved learner performance. While there was a positive correlation between the provision of houses to teachers and learner's performance, the relationship is weaker and non-significant compared to meals provision. However, providing adequate housing for teachers can still contribute to overall teacher welfare and job satisfaction, indirectly influencing learner performance. There was a moderate positive correlation and significant relationship between administrative support to teachers and learner's performance. Effective administrative support, including guidance, mentoring, feedback, and fostering a positive work environment, plays a crucial role in enhancing teacher satisfaction, well-being, and ultimately, learner performance. In Conclusion, enhancing teacher welfare through the provision of meals, housing, and effective administrative support can significantly contribute to improved learner performance in government-aided primary schools. While meals provision and administrative support appear to have stronger associations with learner performance, addressing all aspects of teacher welfare are essential for creating conducive learning

environments and fostering positive educational outcomes.

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