



**IMPACT OF TEACHER'S WELFARE ON QUALITY OF EDUCATION IN EAST AFRICAN COMMUNITY:  
THEORETICAL PERSPECTIVE**

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**ABSTRACT**

*This study focused on the impact of teachers’ welfare on quality of education in East African Community. Teacher’s welfare was regarded as the independent variable, while quality of education was the dependent variable. This is an account of a cross-sectional study of how school welfare provision influences teacher performance in the East African Region. The study employed descriptive research design which was more suitable because it enabled the researcher to acquire information from a selected population and the sample findings were viewed as being a representation of the population as a whole. This usually calls for the attention of scholars and researchers. Teachers’ welfare is an indispensable factor for consideration-while thinking about human resources element "which is fundamental to the achievement of the school objective. Teachers’ welfare (regular payment of salary, prompt promotion, fringe benefit and /other incentives packages and in-service-training) as independent variable in the study is perceived to determine the level of enhanced quality academic achievement. From the Findings, School administrators and policy makers determine a minimum social welfare package for teachers. It should comprise of a set of welfare programmes that satisfy teachers’ varied needs as well as providing the capacity to fulfill school goals. This welfare package should be implemented with the aim of arousing teacher behaviours that promote commitment to work and personal advancement. The teaching profession provides useful avenues to enable teachers to meet their welfare needs and motivations with little hardships. There should be a process where teachers’ needs and motivations intrinsically and extrinsically influence their behaviours to always look to high performance and positive change experiences in the schools. Through professional training and development programmes administrators can motivate teachers into high performers, creative and innovative employees. School administrators always reward teacher performance in order to optimize teachers’ commitment, creativity and achievement. This is because the value of the reward should be highly productive. This could be done either through financial remuneration or improvement in the terms and conditions of service. For further research, there is need to replicate the same study on all other education institutions because the issue of welfare improvement is universally demanded in organizational growth and development. Secondly, there is need to investigate the factors influencing school welfare provision because these factors account for the level of welfare access in schools.*

**Keywords:** Teachers’ Welfare, Quality of Education, East African Community

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## INTRODUCTION

Education has been recognized as the fundamental basis on which any nation could function effectively. It's socio-political and economic development depends solely on the quality education given to her citizens. Any nation that aspires to be recognized as a developed country must invest its human resource. Hence, a country is said to be developed if the majority of her populace is highly educated. Therefore, those that impact the requisite knowledge or those that build or mould the character should be attainted and motivated adequately, knowing that their welfare is the key to performance and improvement. Hence, it is believed that a motivated teacher always complete the tasks set for him or her even when such a task is difficult or seen unattractive. Teachers are a central actor in the learning process that takes place in schools, and teachers are the power tools for improving quality education through effective classroom practices in secondary schools (Davison, 2011). Attitudes and effectiveness can vary depending on the level of incentives. Pay structure is potentially an incentive-tool in the hands of the education policy maker, and merit pay proposals have of recent generated interesting debate in several countries and applied in some. However, the issue of whether linking teachers' pay to student performance is an effective means of improving that performance has been contentious in educational debates. According to Geeta and Francis (2010) that causality is established as running from higher wage to improved student achievement, the relationship is open to alternative interpretations. One is that a positive impact from wages onto achievement reflects the fact that higher wages likely attract better quality people into the pool for applicants for teaching jobs. A second interpretation is that higher pay raises achievement by raising the effort of existing teachers. In terms of the efficiency wage theory, better paid teachers are likely to work harder in order to increase the chance of retaining their valuable jobs. According to Patrick and Jane (2013), Teacher incentive is the idea that has been received

with divergent views. The proponents of teacher incentive programmes believe that teacher incentives are meant to boost teacher motivation and effectiveness resulting in high productivity and increased pupil performance. On the other hand, opponents of the idea argue that monetary incentives, especially of small amounts, tend to crowd out intrinsic motivation and lead to inferior outcomes (Jacob, 2011). One hypothesis, as explained by Hanushek (2010), maintains that rewarding teachers for student's achievement gains will improve student achievement by attracting more effective teachers to the field or improving the effectiveness of existing teachers. According to Brain (2011) Education is one of the most important avenues through which governments can address concerns of economic growth and equity. Human capital plays a significant role in the economic growth of nations (Topel 2012) and, in the past two decades, skill biased technical change has increased the returns to schooling, exacerbating wage inequality between the most and least educated members of our society (Katz & Murphy 2010). At the same time, cognitive ability has become an increasingly important determinant of labor market success in this country.

Aware of the importance of education, economists have spent considerable effort examining what factors affect academic achievement. There is a large literature on the importance of financial resources in determining educational outcomes.' However, researchers have paid considerably less attention to remedial programs designed to improve the performance of low achieving students, including summer school and grade retention (Eide & Showalter, 2011).

According to an American Professor Emeritus of education, Dr. Ivan Welton Fitzwater once said and I quote "the future of the world is in my classroom today, a future with the potential for good or bad. Several future presidents are learning from me today; so are the great writers of the next decades; and so are all the so called ordinary people who will make the decisions in a democracy. Teacher, I must

never forget these same young people could be the thieves and murderers of the future. Only a teacher? Thank God I have a calling to the greatest profession of all! I must be vigilant every day, lest I lose one fragile opportunity to improve tomorrow.”

The theme about staff welfare is an important milestone in human resource management in education institutions. Schools are supposed to focus their attention of improved performance in order to highlight their quality and relevance. However, many factors influencing performance of schools exist but in this paper the authors focus attention on welfare of teachers. Welfare provision is vital in determining the success of any school because it is one of the basis of staff motivation. In order for head teachers to manage the performance of teachers, it is critical to conduct a research study to highlight how welfare issues could better be placed within school progress as drivers of performance.

Globally, teachers play a crucial role in promoting the development of society (Nkata, 2003). In South Africa and Nigeria, teachers are seen as creating sustainable learning environments (Mahlomaholo, 2011; Onwu and Chika, 2015), and as advocates of social justice and citizenship (Francis and le Roux, 2011). In schools, the teacher is solely responsible for training the child to become a good and ‘active’ world citizen (Chapin, 2003). Teachers determine the quality of a country’s education system, especially the extent to which the products of education meet the requirements of societal development (Linda, 2008; Türkkahraman, 2012). Therefore teachers must perform in ways that enhance positive schooling (UNESCO, 2008). However, for teachers to ensure that they take the lead in improving education, their performance in terms of how they educate learners has to prove commendable (Onwu and Mogari, 2004).

Welfare management is one of the most complex and dynamic issues in the field of human resource management. For an organization to attain its stated objectives, there is the need to effectively manage the human resources aspect of the

organization, recognized as one of the core aspects of resource management known as employee welfare management. The ability of a school to achieve its stated objectives, to a large extent, depends on the effective implementation of welfare packages in order to motivate the teachers and other employees (Odunlami & Matthew, 2014). This implies that although many factors influence performance of schools; welfare provision is vital in determining the success of schools since it is one of the basis for staff motivation.

According to Alarm and Farid (2011) motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Dornyei (2001) further states that teacher efficacy affects student directly as there is strong correlation between teacher efficacy and students’ performance hence a desired outcome by the students can occur with the help of the teacher. This means that low motivation of teachers affects his or her performance which in turn impacts on the students’ performance. A study by Spear (2000) in UK revealed that teacher’s motivation was low due to work overload, poor pay and low perception by the society. In Pakistan Ayub (2010) reported that intrinsic and extrinsic motivation and academic performance were positively correlated. Demir (2011) indicated that student engagement was predicted significantly by primary school teachers’ intrinsic motivation and extrinsic motivation. While teachers’ extrinsic motivation has also a direct and positive influence on student engagement, their intrinsic motivation is the most important predictor of student engagement. Teachers’ extrinsic motivation had also strong and significant positive effects on their intrinsic motivation.

A survey done in Ghana by Akyeampong (2003) indicated that only 13 percent of respondents indicated that they did not enjoy teaching although nearly one-third stated that they did not intend to remain in teaching profession because they are not motivated. In similar studies conducted in Sierra

Leone by Bennell and Kyempong (2007) where teachers were interviewed, 80 percent of teachers said that they did not want to be teachers because of the poor motivation in teaching profession. Nonetheless, in a survey conducted in Sierra Leone, primary school head teachers indicated that if they could, they would replace less than 20 percent of teachers because they are averagely motivated. Available evidence, however, reveals that the teaching force has expanded rapidly in only a relatively few countries (most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda) (Bennell, (2004). The author indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. About one-half of junior secondary school leavers in Malawi and Tanzania who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is a staggering 81 per cent (Al-Samarrai and Bennell, 2003). Consequently, teachers often lack a strong, long term commitment to teaching as a vocation. Besides, the status and pay of primary school teachers compared to secondary school teachers is generally much lower in developing countries [www.eldif.org/sulltext/dfidtea.pdf](http://www.eldif.org/sulltext/dfidtea.pdf). Thus, in the absence of alternative employment opportunities, becoming a secondary school teacher is the main avenue for social and economic advancement for the most able primary school teachers. This has had important implications for intrinsic motivation of primary school teachers.

The performance of teachers is critical to the survival of the quality of any education system (Namuddu, 2010; Khan & Mansoor, 2013; Awan & Asghar, 2014). Whether in educational or corporate settings, production processes are supported by a well streamlined system, with purpose-driven employees who are willing and determined to exert themselves to the maximum to surmount whatever challenges they encounter since the performance of organizations is dependent on employee performance (Emojong, 2004; Khan & Mansoor, 2013; Veeraselvam, 2014). In the general view,

every organization should have interest in igniting employee performance through different strategies such as motivation, retention and development. Among these strategies are employee welfare, remuneration, compensation and incentives.

Today, employee performance has become a common phrase among management scholars, consultants and reformers, not only for public organizations but also for the private sector (Hilgers, 2010; Prasad, 2010). To ensure that teachers perform their duties as educators, the Ministry of Education in Uganda has put in place quality assurance measures which include: the Directorate of Education Standards, District Education Officers, District Inspector of Schools, School Management Committees and Annual Teacher appraisal forms.

On the other hand, employee welfare can be traced from the Industrial Revolution in European countries. In early 1820s, workers started forming groups to address some of the challenges caused by the revolution and managers throughout the world have used it to enhance workers' performance since then (Kaur, 2012). According to Arena (2013) the concern for employee welfare was an effect of the industrial revolution on workers' working conditions. The social effects of the Industrial Revolution on factory workers were at times inhuman as it got workers' daily life arranged by factory hours in order to increase employee productivity.

Globally, teachers play a crucial role in promoting the development of society (Nkata, 2003). In South Africa and Nigeria, teachers are seen as creating sustainable learning environments. In Kenya, Mulemi (2004) studied levels of motivation among art-based graduate teachers in public secondary schools in Nairobi Province, she sampled 123 art based graduate teachers and head teachers. Three head teachers were randomly selected from the nine for the pilot study using simple random sampling without replacement. Data was collected from the six head teachers using a questionnaire and interview. Mulemi (2004) study showed that

motivation of art-based graduate teachers in public secondary schools in Nairobi was a big policy issue in the Kenya education system that needs to be addressed. There was low motivation which had a far-reaching impact on the entire education system. Mahlomaholo (2011), Onwu and Chika (2015) and as advocates of social justice and citizenship (Francis and Le Roux, 2011). In schools, the teacher is solely responsible for training the child to become a good and 'active' global citizen (Chapin, 2003). Teachers determine the quality of a country's education system, especially the extent to which the products of education meet the requirements of societal development (Linda, 2008; Türkkahraman, 2012). Therefore teachers must perform in ways that enhance positive schooling (UNESCO, 2008). However, for teachers to ensure that they take the lead in improving education, their performance in terms of how they educate learners has to prove commendable (Onwu & Mogari, 2004).

The concept of performance, on the other hand, is an activity in which an individual is able to accomplish successfully the task assigned to him or her. It refers to adjusting behaviours, results, and actions of work to achieve results or outcomes (Nsubuga, 2008). However in schools, teachers are ready to adjust their behaviours and actions to enable improved performance if their needs are met. This brings in happiness which consequently motivates their actions (Priti, 2009; Shaun and York, 2000). Teacher performance, thus, is an essential requirement if a school is to maintain its efforts towards the realization of the school goals. The role of school managers is to attain school goals (Cole, 2006; Park et al., 2003) while the role of teachers is to maximize return for the school through achieving the objectives, goals and mission of the school (Priti, 2009; Shaun and York, 2000). School managers' presence is crucial because they provide welfare support programmes and meet teachers' needs in order to facilitate performance. Teachers' performance is also crucial because it sets the pace

for the accomplishment of school goals (Maicibi, 2005).

According to Nkata (2005), teachers play a crucial role in promoting the development of society. They are seen as advocates of social justice and citizenship (Francis & Le Roux, 2011). Teachers regulate the quality of a country's education system, especially the degree to which the products of education meet the requirements of societal development (Türkkahraman, 2012). Therefore, teachers must perform in ways that enhance positive schooling (UNESCO, 2007). However, teachers seem not to be adequately motivated and even the working conditions are not quite appealing, fringe benefits like allowances, recognition, promotions and appreciation rarely exist (Chapin, 2014).

Nsubuga (2008) analyzed the effect of leadership styles of head teachers on school performance of secondary schools in Uganda. The study established that effective school performance requires visionary leadership, amongst others, and that there is a strong visionary and transformational leadership which is recommended for leaders in the education sector. The study focused on the effect of teacher-based evaluation and school-based evaluation criteria on teacher performance. The study found out that emphasis was lacking on teacher-based evaluations, while the school-based evaluation criteria lacked details, organization and emphasis on individual activities. The real problems with the teachers of Uganda are no different from those of police or prison warders. These groups have been socialized to the lower echelon of society and disadvantaged by their numbers, despite overwhelming workload and strenuous work conditions.

In Uganda teaching, nonetheless, is facing a second shortcoming of losing many of its credible and intelligent teachers who have quit the profession on grounds of meager pay (Bamusananire, 2010; Okwenje, 2014). Young people today do not even want to pursue teaching as a career because it is considered a profession of poverty stricken folks

(Ayayi and Oguntoye, 2003). Teaching, which was at one time, in Uganda, a profession that gave pride to whoever joined it eventually became publicly detested and ridiculed (Sekiwu, 2003). People join a professional calling not only to pursue a career but also to earn a living and expect high achievements from such a career in order to improve their personal, family, community wellbeing as well as their social status (UNESCO, 2004; Ogunsaju, 2002).

Education is important in stimulation of social economic development as advanced by several government policy documents and various scholars (ROK, 2007). According to Todaro (2004) a country which is unable to invest in education to develop knowledge and skills of her people and utilize them effectively in national economy will be unable to develop anything else. Hallack (1990) states that education has been identified Worldwide as an important component that determines character and social economic development of any nation. According to a study carried out by World Bank (2005) in Nigeria on the impact of extrinsic motivation on Nigerian education system, the findings indicated that most schools are staffed by teachers with low morale and low level of commitment to their work. Some of the factors that contribute to these problems includes: low condition of school buildings, overcrowding and high teaching load. With high teacher-student ratio in rural areas, largely unsatisfactory rewards system in terms of salary and emoluments, failure to pay incentives for teaching in rural areas, government lack fringe benefits in public schools similar to those offered to teachers in private schools. Promotion can be arbitrary or emphasize on years of experience (Wamukuru, 2006).

According to Alarm and Farid (2011) motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Dornyei (2001) further states that teacher efficacy affects students directly as there is strong correlation between teacher efficiency and students' performance hence

a desired outcome by the students can occur with the help of the teacher. This means that low motivation of teachers affects his/her performance which affects the students' performance. A study by Spear (2000) in UK revealed that teacher's motivation was low due to work overload, poor pay and low perception by the society.

In Nigeria Adeyemo, Oladipupo and Omisore (2013) reported that the condition of service of teachers, teachers' Fringe benefit payment, and teachers' promotion of in-service training have a direct influence on the student's performance. In Tanzania according to a study done by Mruma (2013) motivation for persons to join the teaching profession was job security and absence of job alternatives but salary was a low consideration. The study further revealed that the majority of teachers were motivated by intrinsic factors, while a small percentage by extrinsic factors despite the fact that salary was inadequate.

Welfare refers to the health, comfort, happiness and general well-being of a person or group (World Book, 2001). In order to realize the above, many countries have come up with several social policies in a bid to alleviate poverty. But on the contrary it appears that the realization of such policies still remains a preserve of the developed countries (Wikipedia, 2008) Kenya, not being one of the developed countries, has limited resources for social welfare provision (Alila & Mitula, 2003). In Kenya, poverty levels by the year 2005 were estimated at 56% of the population (RoK, 2005). This has led to many people pooling their resources together to enable them cater for various needs. The result has been the formation of various social welfare programmes like Staff Welfare Programmes (SWPs), revolving fund schemes, benevolent fund schemes and many others. SWPs are therefore organizations within institutions that are supposed to cater for the general well-being of staff members. SWPs provide members with medical fees, money for funeral expenses, school fees, loans to cater for emergency needs, meals and many others, depending on particular institutions. The

SWPs are in the long run expected to [promote staff cohesion, job performance and increase staff morale for better academic achievement of particular institutions. While some of the SWPs have been very useful in taking care of members' interests and needs, others have turned into outfits that fleece the teachers and yet others have collapsed due to poor management.

These SWPs however have not addressed psychological effects that follow financial crisis like emotional stress, that if not dealt with could lead to more complicated psychological effects. With the inflation rates in Kenya rising to 17.76% by June, 2009 (RoK, 2009), Social Welfare Programmes have become common in public secondary schools where teachers are paid low salaries as compared to their civil service counterparts.

The financial constraint that may have created the need for teachers to come together through the formation of SWPs by pulling resources together with the intention of overcoming medical, housing, education and benevolent needs. SWPs have also been introduced in schools by the school administration to discourage teachers from asking for pay advance from their respective schools. The result is a variety of informal SWPs in various schools offering different services like loans to staff members, contributions for funeral expenses, footing medical bills, saving schemes and so on. The management of these welfare programmes also varies from one school to another. For example in most schools, membership to these welfare schemes is mandatory. These welfare schemes are at times managed by the school administrators who have immense powers over the teachers.

In Kenya, Mulemi (2004) studied levels of motivation among art-based graduate teachers in public secondary schools in Nairobi Province, she sampled 123 art based graduate teachers and head teachers. Three head teachers were randomly selected from the nine for the pilot study using simple random sampling without replacement. Data was collected from the six headteachers using a questionnaire and interview. Mulemi (2004) study

showed that motivation of art-based graduate teachers in public secondary schools in Nairobi was a big policy issue in the Kenya education system that needs to be addressed. There was low motivation which had a far-reaching impact on the entire education system. Gitonga (2012) study reported that working conditions has ensured teachers to perform better hence good students' performance in the examinations. The study further concluded that there was a strong relationship between professional development and KCSE performance in secondary school. The study also concluded that there was a strong relationship between remuneration related factors and school performance in secondary school. Kerubo (2015) found out that in the highly performing schools, all the teachers including those hired by the Board of Management were trained while the schools with low performance had hired teachers some without training

#### **Problem Statement**

It is generally accepted that competence and commitment of teachers are two of the most important determinants of learning (Akyempong, 2007). However, public secondary schools in Teso Sub County have been performing lowly for the last five years. There exists a gap on existing literature on how extrinsic motivation affects academic performance in secondary schools in Teso Sub County. Questions have been raised on whether factors such as low housing conditions, low or inadequate rewards, lack of, or inadequate fringe benefits contributes to non-commitment of teachers to their work leads to lack of motivation among teachers. While many studies have highlighted the importance of teachers' motivation on student's performance, these studies have not specifically highlighted the teachers' extrinsic motivation and its effect on students' academic performance. But as Lienert (2006) notes, performance is closely related to motivation in any organization yet the link between motivation and work performance has received very little empirical research (Piccolo and Colquitt, 2006).



One of the important factors in realizing educational aims and objectives in student's academic performance is the role of the teacher's welfare within the educational set up. The performance of the student towards achieving educational goals is said to be very important in most societies today. The negative performance of student towards educational aims and objectives could be associated with low attention on teacher's welfare. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of learning facilities and attended a private school while children from a very low socio-economic status family will attend a public school and may not have any opportunity to be exposed to a better learning environment where teachers are highly motivated. Teachers have the biggest impact on the success and flaws of students' academic performance because their teaching motivations are instrumental in helping them learn and one approach is likely to produce different results from another. Teachers' motivation to undertake a task depends on their expected reward. Efficient teaching and morale will take place when there is strong motivation in terms of wages and innovation from both employers, also the students' performance sometimes may serve as a motivation for the teachers for effective performance in a given subject area. This motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner's behaviour towards attainment of the desired goals (Jacob, 2001). Teachers must therefore be motivated through various ways which may include the organization of seminars and workshops, upgrading test, performance appraisal, timely payment of salary and wage, providing the required physical facilities like laboratories and verbal encouragements for student etc. This would go a long way in motivating the teachers which will in turn improve the students' performance (Topel, 2010). These results have generated increased interest in the study of mechanisms that may raise

achievement through teachers, including increasing teacher training, improving teachers' pay or strengthening teacher incentives (Lazear 2011]. In fact, teacher incentives, either individual or collective, may improve students' achievement if they succeed in aligning the public or even social goals with the goals of the teachers.

Lack of motivation may cause teachers to be less successful in teaching. Unreasonable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are the factors related to de motivation. It should not be forgotten that every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each employee is different from the other. Without having intrinsic motivation, lack of success is inevitable. If there are not any other factors motivating teachers, the productivity will decrease dramatically. It is obvious that intrinsic rewards outweigh extrinsic ones in educator motivation and job satisfaction. Handling the challenging situation in the class and outside make teachers feel exhausted, which hinders their effectiveness. Being intrinsically and extrinsically motivated increase job satisfaction. So motivation has an important role in teaching career progression hence the desire of the researcher to unveil the importance of the teacher welfare and its relationship with quality education in the EAC.

## LITERATURE REVIEW

### **Teachers' social welfare and its effect on students' academic performance**

Total concept of welfare is a desirable state of existence involving physical, mental, moral and emotional well-being. Morris, Duncan, & ClarkKauffman (2005) defines teachers' welfare programmes as the good fortune, health, happiness, prosperity, etc., of a person, group, or organization; well-being: to look after a child's welfare; the physical or moral welfare of society. This is the financial or other assistance to an individual or family from an organization, city, state, or national government. Employee Welfare is a

comprehensive term including various services, benefits and facilities offered to employees by employers. The welfare measure is not necessary monetary but can be in kind. Teachers' welfare also includes monitoring of working conditions, creation of industrial harmony through infrastructure for health industrial relations and insurance against diseases accidents' and unemployment for workers and their families. Through such benefits services and facilities, the employer makes life worth living for employees hence improved teachers' commitment to teaching therefore, improve students' performance in examinations.

Friedlander (2006) argues that employee welfare is a very broad area of interest. In the best environment's employers will address teacher's welfare in the workplace itself and also consider teachers welfare in terms of the pressures they experience outside the workplace. An employer who is genuinely interested in the welfare of employees (and consequently strengthen their productivity) should be concerned about creating a positive work environment where individuals recognize they are valued. The big-ticket item here is providing a workplace with better housing services and better motivational activities to teachers. According to Hornsby (2004) employee welfare programmes objectives are to provide better life and health to the workers, to make the workers happy and satisfied and to relieve workers from industrial fatigue and to improve intellectual, cultural and material conditions of living of the workers.

Armstrong (2008) argues that teacher's welfare programmes help to improve the images of the school as a good employer and thus assists in recruitment hence increasing commitment and help the retention of the teachers to teaching. Labour welfare entails all those activities of employer which are directed towards providing the employees with certain facilities and services in addition to wages or salaries. The very logic behind providing welfare schemes is to create efficient, healthy, loyal and satisfied labour force for the

organization. The purpose of providing such facilities is to make their work life better and also to raise their standard of living. Employers get stable labour force by providing welfare facilities. Workers take active interest in their jobs and work with a feeling of involvement and participation.

Welfare is concerned with the total wellbeing of teachers both at work and at home. Armstrong (2006) states that teacher's welfare programs rest mainly on the abstract ground of social responsibility on schools for those who work for them. Learning institutions need highly performing teachers in order to meet their goals to deliver the products and services they specialize in and hence achieve competitive advantage. According to Srivastava (2004) organizations provide welfare facilities to their employees to keep their motivation levels high. The teacher's welfare programs can be classified into two categories viz. statutory and non-statutory welfare schemes.

The teachers 'welfare has been neglected for long hence low performance in their areas of specialization. According to Beech (2000) for good performance, the employees must be contented with the organization they are working for. The employee's lack of satisfaction ranges from low salary, bad terms and conditions of service, stagnation in the same job group and intimidation by their seniors, which leads to poor performance while discharging their duties. This has led to the formation of trade unions on the grounds that unity is strength; that unless workers unite there will always be the dominance of employers and hence their grievances may not be heard.

The literature review for the study was done in accordance with the research objectives which were hinged on the constructs of welfare.

### **Housing and Teachers' performance**

Universally, housing is accepted as the second most important human need after food, a fundamental human right and it is more than shelter (Akinmoladun & Oluwoye, 2007). Housing may provide investment opportunities, offer shelter and

improve on an employees' social and cultural status (Akinmoladun and Oluwoye, 2007). In many districts in Uganda, many teachers live in squatter settlements or slums without security of tenure and with poor housing-related services (UN-HABITANT Report, 2015, World Bank Report, 2015, Tao, 2013).

Housing teachers is meant to make their work easier and enjoyable so that they may concentrate on their duties as educators. The teacher does not need to walk or travel a long distance to school and this may minimize absenteeism, late coming; as well as enhancing teachers' status (Venkata & Lokanadha, 2015).

Akinmoladun and Oluwoye (2007) carried out an assessment in Lagos metropolis, Nigeria, of why the problems of housing shortages persist in developing countries. The study revealed that housing delivery in Nigeria was beset by several problems. The study concluded that the elitist orientation of the existing housing policy be discouraged and recommended that the people for which the houses are meant for should be involved in policy formulation, implementation and review. The study further suggested progressive increase of the supply of high quality and affordable housing units to ease the perennial housing problems. The study did not consider the effect of housing on teachers' performance in secondary schools in Mbale District in Uganda.

In the same way, Aribigbola (2008) analyzed housing policy formulation in developing countries using evidence of programme implementation from Akure Ondo State, Nigeria. The study revealed that the majority of the residents of the city were low income earners who could not afford housing being constructed under the policy in Akure Ondo State, Nigeria. The researcher found out that the majority of the people were not aware of the housing policy and recommended incorporation of social housing into the Nigerian housing policy to assist the poor that cannot take care of their housing consumption needs. This research was not specific to teachers. The study was on housing policy formulation in developing countries using Akure Ondo State,

Nigeria. There is a gap that the present study sought to fill by establishing the effect of welfare on teachers' performance in secondary schools in Mbale District in Uganda.

Further still, Mulkeen (2005) in country case studies done in conjunction with the World Bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania contend teachers that the essence of rural schools housing a challenge for Africa. The study found out that housing was a major incentive for teachers to locate in rural areas. A strong correlation between housing in an area and presence of teachers was established. In Uganda, provision of housing was a key factor in ensuring teacher retention, especially in rural areas. In Mozambique, it was found out that some NGOs and even local communities were constructing teachers' houses in an attempt to make rural locations more attractive to teachers.

Kadzamira (2006) studied teacher motivation and incentives in Malawi. He found out that there was inadequate housing for both primary and secondary school teachers. The findings revealed acute shortage of affordable housing within reasonable commuting distance from most schools and this had escalated transport costs for teachers. It was recommended that government gives priority to rural areas in the construction of teachers' houses. The study revealed severe shortage of affordable housing but not the effect of welfare on teachers' performance. It also combined both primary and secondary schools in Malawi.

Buzzelli (2009) questioned the possibility of measuring the value of social housing in Ontario, Canada, and found out that research on social housing was thin, at house-hold, local community and macroeconomic levels. The researcher recommended formation of strategic partnerships alongside priority setting between stakeholders, data providers, sponsoring organizations and communities. However, this study was not specifically done to establish the effect of welfare on teachers' performance. The purpose of the study

was to measure the value of social housing in Ontario, Canada.

Ariko and Othuon (2012) studied how teacher transfer requests could be minimized in secondary schools in Suba District in Kenya. The findings of this study revealed that teacher transfer requests could be minimized if electricity and houses were made available to teachers and teachers were employed from the locality and posted next to their families. The researchers recommended that the government should provide electricity and school boards to facilitate availability of housing facilities for teachers. The study further recommended the improvement of transport and communication to schools through road maintenance.

### **Allowances and Teacher performance**

Allowances are some of the benefits that teachers are expected to earn while performing their duties as educators (MoES, 2013).

Lyimo (2014) investigated teachers' low payments in secondary schools in Moshi Rural District in Tanzania. This study found out that teachers' allowances such as leave allowances had been abolished in the 1980s when the government implemented the structural Adjustment program (SAP) conditionalities of the World Bank and the International Monetary Fund. This situation negatively affected teachers' living conditions and motivation. The study also revealed that students' academic performance to some extent depends on how teachers' motivation is handled. Whereas this study revealed the low pay of teachers, the study carried out in Moshi Rural District secondary schools was more concerned with the effect of low teachers' pay on students' academic performance. It also employed a purely qualitative research approach in the collection and analysis of data.

Kadzamira (2006) analyzed teacher motivation and incentives in Malawi and found out that teachers' pay at both primary and secondary school level was inadequate to meet minimum basic needs for food, transport and clothing. The researcher recommended hardship allowances for teachers

working in the remote and hard-to-reach rural schools. Meanwhile, Sisungu, Kaberia and Buhere (2012) carried out an investigation on the relationship between the school level of funding and performance at Kenya Certificate of Secondary Education in Mumias District, Kenya. The findings revealed a significant correlation between students' performance in the Kenya Certificate of Secondary Education and school level of funding. The researchers recommended that for performance to improve there was need for support to schools with learning resources and this implied more funding.

In Uganda, Nairuba (2011) carried out a study on the effect of motivational practices on teachers' performance among secondary schools in Jinja. The researcher found out that some benefits like allowances, promotion and praise depended on the availability of funds and management's perception and they had an effect on teachers' performance. She also found a very weak relationship between motivational practices and teachers' performance in secondary schools in Jinja. The study concluded that there are other factors that could be affecting teachers' performance in the schools.

Adeyemi (2008) investigated teachers' teaching experience and students learning outcomes in secondary schools in Ondo State, Nigeria. The findings of the study revealed that teachers' teaching experience was statistically significant with students' learning outcomes as measured by their performance in their national examination. The researcher recommended that the government should encourage experienced teachers to upgrade while teaching by providing improved conditions of service, more incentives and better promotional prospects.

### **Functional theory of Labour welfare**

This theory is also known as efficiency theory of labour welfare. The functional theory implies that welfare facilities are provided to make the workers more efficient and productive (Mishra & Bhagat, 2007). The theory states that if an employer takes good care of his workforce, they will tend to be more efficient by improving production and that

programmes for housing, education, training, provision of balanced diet and family planning measures are important for labour welfare as they increase the efficiency of workers in underdeveloped countries. If workers are fed properly, clothed adequately and treated humanly, and if the conditions of their work are congenial, they will work resourcefully. Welfare provision is a means of securing, preserving and increasing the efficiency of labour (Mishra & Bhagat, 2007).

This theory is a reflection of contemporary support for labour welfare. There is an effort going on to correlate labour welfare facilities and resultant increases in the efficiency of the workers. It is argued that introduction of welfare promoting activities do pay rich dividends in terms of higher productivity. Therefore, the theory applies a commercial approach towards labour welfare activities to make it more economically viable.

### **Equity Theory**

According to Adams' (1963), theory of equity, individuals seek a fair balance between what they put into their job and what they get out of it. Adams used the terms "inputs" and "outputs" to refer to the two respectively. Adams stated that inputs typically include effort, loyalty, hard work, commitment, skills and ability. Others were adaptability, flexibility, tolerance, determination, heart and soul. He further added to inputs, the enthusiasm, trust in our boss and superiors, support of colleagues and subordinates, and personal sacrifice. He put across that outputs are typically financial rewards (pay, salary, expenses, perks, benefits, pension arrangements, bonus and commission) plus intangibles (such as recognition, reputation, praise and thanks, interest, responsibility, stimulus, travel, training, development, sense of achievement, advancement/growth, and promotion).

Equity theory concerns the worker's perception of how he/she is being treated (Essay, 2012). To form perceptions of what constitutes a fair balance or trade of inputs and outputs, individuals compare their own situation with other 'referents' (such as

colleagues, friends, or partners) in the market place (Kerry, 2015). If individuals feel that their inputs are fairly and adequately rewarded by outputs (or are equal to other employee outcomes over inputs) they experience justice and are therefore happy in their work and motivated to continue contributing to the organization at the same level. On the contrary, if individuals perceive that their inputs out-weigh the outputs (or are unequal to other employee outcomes over inputs) then they experience injustice and thus become demotivated in relation to their job and employer (Susanne, 2011). It is realized that dissatisfaction results from the discrepancy between the expectations and reality, although it could also be said that those expectations relate to a person's needs. This stream of thought, also mentioned by Tiwari (2014), encompasses the wide variety of social judgment theories, equity theory, social comparison and the judgments people make based on values of fairness or justice and the perceived distribution of equities in a group, as well as social judgment encountered in reference group studies.

The implication of this theory in management is that the manager must always ensure that he is fair and equitable. This calls for a more dynamic approach to the problem of employee motivation in an organization. The notice of equity is the major force. When there is an unequal comparison of ratios, the person experiences a sense of inequity. The feeling of inequity might arise when an individual's ratio of outcomes to inputs is either less than, or greater than, that of other people (Carrel & Dittrich, 2009). For example, workers prefer equitable pay to overpayment. A feeling of inequity causes tension, which is an unpleasant experience. The single most important idea for managers to remember about equity theory is that if rewards are to motivate employees, they must be perceived as being equitable and fair. However, different employees have different sense towards the basis for a reward and this may result in problems. This theory supports the variable on workers

compensation saying that organizations should consider employees' equal opportunities.

### **Employee Welfare**

According to Manzini and Gwandure (2011), historically employee welfare measures were meant to reduce absenteeism, increase efficiency and productivity. However, today employee welfare programmes have taken a broader scope and they include almost all aspects of workers' welfare and development in the organisational establishment. Rationally, the mandate of welfare measures is to generate an efficient, healthy, satisfied and productive labour force for the set up. Priti (2009) asserts that the objective of providing these facilities is to make working life a better experience and also to improve their living standard. Employee welfare is a comprehensive term, which embraces the various benefits, services and facilities offered by the management to employees with the aim of enriching the working and social life of workers and to satisfy their needs in order to enhance productivity (Mishra & Bhagat, 2007).

The International Labour Organization (ILO) largely categorizes welfare measures into two; intra-mural activities, which comprise measures such as sanitation, drinking water, bathing facilities, crèches, rest rooms and canteens, facilities for prevention of fatigue, health facilities, uniform and protective clothing and shift allowances. Extra-mural facilities, on the other hand, are undertaken outside the organization such as maternity benefits, gratuity pension, provident fund and rehabilitation, physical fitness, family planning and child welfare, education facilities, accommodation facilities, recreational activities, sports, cultural activities, transportation to and from the place of work (Mishra & Bhagat, 2007).

Employee welfare is fundamentally, an extension of the term welfare and to the larger application to labour. The term workers, labour, labourer, workman or employee are all used interchangeably to refer to the wage earning human agents in the business set up. The International Labour Organization (ILO), in its Resolution in 1947, defined

employee welfare as "such services, facilities and amenities as adequate canteens, rest and recreation facilities, arrangements for travel to and from work, accommodation of workers employed at a distance from their native places and such other amenities and facilities to improve the working and living conditions". The concept of employee welfare is consequently concerned with improvement of working and living conditions of workers and well-being undertaken by employers, trade unions, and government and non-governmental agencies.

Todd as cited in Gupta (2014) defines welfare as "anything done for the comfort and improvement, intellectual and social, of the workers over and above the wages paid, which is not a necessity of the industry". The term employee welfare is very comprehensive and includes various types of activities undertaken for the economic, social, intellectual and moral benefit of the workforce community (as cited in Sarma, 1996). It implies the setting up of minimum appropriate standards and providing amenities like health, food, clothing, housing, medical assistance, education, insurance, job security, recreation and many others. Such facilities enable an employee and his/her family to lead a good work life, family life and social life (Sarma, 1996).

### **Working Conditions**

To provide high quality education, schools must attract, develop, and retain effective teachers. Working conditions play an important role in a school's ability to do so. Educational institutions that are able to offer their teachers a safe, pleasant, and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best. Teachers' working conditions are very vital to students because they affect how much individual attention teachers give to students.

The Business Dictionary defines working condition as the situation in which an individual or staff works, including but not limited to, such things as amenities, physical environment, stress and noise levels, and degree of safety or danger. According to

the International Labour Organisation (ILO), working conditions cover a broad range of topics and issues, from working time (hours of work, rest periods, and work schedule) to remuneration, as well as the physical conditions and mental demands that are present at the workplace. Working condition could therefore be said to comprise aspects such as the working hours, employment policy, workers' health issues, workplace premises and the conduct of workers at the workplace.

Johnson (2006) noted that working conditions can include (1) physical features such as the suitability of buildings and equipment; (2) organizational structures that influence workload, autonomy, and supervisory and collegial schedules; (3) sociological components that impact teachers' roles and status as well as experiences with students and peers; (4) political features that define teachers' power and authority; (5) cultural dimensions that structure values, traditions, and norms; (6) psychological issues that might support or diminish teachers personally; and (7) educational policies, such as those related to teacher education, curriculum, and accountability, that may boost or constrain what and how teachers can teach. Johnson concludes that remarkably few schools, particularly among those serving low-income students, deliver all or even most of the workplace conditions that teachers need to do their jobs well and stay in teaching.

Ssekamwa (2001) argues that clean environment, classroom, staffroom, adequate rooms for teachers, friendly policies, balance between work and leisure and other fringe benefits are the necessary conditions for the teachers' performance in educational institutions. Other external conditions like holiday pay, sick leaves, timely and adequate pays, job security and pension schemes are a catalyst to teachers' performances in schools. These are still lacking in institutions and most of the teachers have found it difficult to cope with such situations. Their attitudes and behaviours have also been affected as well as their performance. In similar development, Robbins and Maicibi (2003)

claim that most employees prefer physical surroundings that are not dangerous and uncomfortable; favour working relatively close to home in a clean environment with modern facilities, adequate tools and equipment. According to them, in some schools, teachers are adequately furnished with enough institutional materials like laboratory equipment, chalk, textbooks and adequate furniture which enable them to perform above average through experiments and teaching than those which do not. Consequently, it could be said that adequate equipment and healthy atmosphere are a prerequisite for job performance for a highly motivated workforce in the institution.

### **Fringe Benefits**

Cushway (1999) defines fringe benefits as additional payments beyond the basic pay. According to Longman Dictionary of Contemporary English (1999), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons. Fringe benefit denotes rewards received in addition to direct wages or salaries, such as company car, accommodation allowance, medical insurance, paid holidays, pension schemes, subsidized meals. Some fringe benefits are regarded as part of a taxable income while some of which are tax-exempt usually given when certain conditions are met. It usually includes health insurance, group-term life insurance coverage, educational assistance, childcare and assistance reimbursement, cafeteria policies, worker discounts, employee stock options, personal use of a company-owned vehicle and others. Whether a fringe benefit is tax-exempt depends on the type and, in some cases, the worth of the benefit. By default, all fringe benefits are taxable unless they are explicitly named as being tax-exempt.

Fringe benefits may be paid in financial or non-financial forms. However, what is vital is the rate at which these benefits are paid and when actually they are paid to the employees. In most institutions such benefits include performance related pay, incentive pay, merit pay, knowledge contingent pay,

team based pay and organizational based pay, based on the profitability of the firm, recognitions, promotion and praises. In schools, the provision of fringe benefits depends on the availability of resources and the culture of the institution and this results in the views that salaries do not have additions for productivity. In senior high schools, teachers receive allowances in from Parents Teachers Association (PTAs), which are allocated to each member of staff (teachers) depending on the duties performed, individual responsibilities held and sometimes after attaining an academic progress and excellent performance in school activities like debates, sports or drama.

According to Dessler (2008), fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore, school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance. However, these do not exist in most schools and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances. Kyambalesa (1998) states that managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, for teachers to fully exhibit their potentials, become more committed, responsible and accountable in various schools, attention need to be paid to their fringe benefits.

The findings also revealed that promotion of teachers in private and public schools were not done as at when due. Promotion is seen as an extrinsic factor which is provided by employers to encourage employees to perform their duties optimally (Aldair, 2009). In recent times, teachers in Nigeria have been denied their promotion on numerous occasions due to inefficiency of government, most government in power do not pay attention to the plights of workers. Muheeb (2004)

posited that if individuals within an organization are deprived of their promotions, they would become disconnected and consequently leading to labour turnover and this will surely affect the learning achievement of pupils. More so, promotion is seen as an extrinsic factor which is provided by employers to encourage employees to perform their duties optimally (Aldair, 2009). The finding in the study confirmed that promotion of teachers in the schools had been delayed unnecessarily in the public schools and yardstick in the private primary schools were not known to support the position of Aldair (2009). It was noted that in recent times, teachers in Nigeria have been denied their promotion on numerous occasions due to government inefficiency, most governments in power do not pay attention to the plights of workers. Muheeb (2004) posited that if individuals within an organization are deprived of their promotions, they would become disconnected and consequently results into labour turnover. Finally, fringe benefits like car and housing loan, health care in the selected schools were not enforced in the schools and this was enhanced by the study conducted by Dornyei (2001), lack of housing and transport allowances hinder teaching performances.

## **Empirical Review**

### **Medical Care and Teachers' Performance**

Medical care in schools is associated with health services and health education which have been available to school children in Europe for a long time. Comprehensive school health programs are now a concern of education stakeholders all over the world. The provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators (Konu and Rimpela, 2002). Some studies have been done about school health care provisions and performance. For instance, according to the United Nations Education, Scientific and Cultural Organization (UNESCO), teacher turnover due HIV/AIDS related illness and death are becoming a chronic problem in sub Saharan Africa. It is



acknowledged in this report that teachers' healthy is a critical factor in the provision of quality public primary education in developing countries (Businge&Nakajubi, 2014). Fengi (2010) carried out an empirical study of the performance of university teachers based on organizational commitment, job stress, mental health and achievement motivation in xian, China. The findings revealed that sustained commitment had a negative effect on work performance while emotional commitment had a positive effect on work performance and work stress was found to have a positive effect on work performance while mental health was found to have a negative effect on work performance. The findings further revealed a positive correlation between achievement motivation and mental health.

In a related study, Ikenyiri and Ihua-Maduenyi (2011) analyzed teachers' assessment of needs satisfiers as a motivation for teachers' effectiveness in Omoku rivers states, Nigeria. The study found out that provision of medical and entertainment allowance were a great contributor to teachers effectiveness in class in primary schools. In the same way, Afenyadu, Agyepong, Barnish and Adjei (2005) carried out a study on improving access to early treatment of malaria and the trial was done with primary school teachers as care providers in Ghana. The study concluded that it is feasible for the health and education sectors to work in partnership to improve access to early case detection and adequate management of acute episodes of malaria. The researchers' recommended for a policy for mandatory commercial blister pre-packaging of anti-malaria for use by the schools and the general public and collaboration with Ghana education service to bring early diagnosis and treatment of malaria a step closer to schools and the community. In case studies done in conjunction with World Bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania, Mulkeen (2005) examined the challenges of teachers of rural schools in Africa. The study revealed that poor health was a common reason

given by teachers for early transfer, as ill teachers requested to be posted to urban areas to allow them access to medical services. It was discovered that prevalence of AIDS and lack of medical Facilities have made rural postings less attractive to teachers.

The MOE & Sports (2013) in Uganda diagnosed teacher issues in the country with the objective of arriving at shared vision on the issues and designing a feasible, indigenous and effective teachers' policy. This diagnosis is part of teachers' initiative in sub-Saharan Africa (TISSA). In this report, it is revealed that teachers are entitled to medical benefits in form of maternity leave, paternity leave, sick leave which is provided on the recommendation of a government medical officer. Permanent teachers and their spouse and children are provided free medical and dental attention which includes consultation, drugs and surgery in public health facilities. Appointed teachers are also entitled to compensation for injuries, but this is at the discretion of the school where the teacher is working.

#### **Allowances and Teacher performance**

Several studies have been conducted on employee performance and such benefits. For instance, Podgursky, Mathew, and Springer (2011) analyzed teacher compensation systems in the United States K-12 public school system. The researchers found out that in public K-12 education, the compensation systems is fragmented and uncoordinated with provisions often determined by means which are not systematic in assessing the overall incentive effects. It was recommended that policy makers and education stakeholders at all levels would benefit from rigorous assessments of teacher compensation reform programs and policies as well as assessments of the effect of their various design components.

According to Nadeem, *et.al.*, (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and

head teachers, working environment are all those factors that have a strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers.

Ikenyiri and Ilua-madnenyi (2011) analyzed teachers assessment of needs satisfies as motivation for teachers' effectiveness in Nigeria. The researchers discovered that enhanced transport allowance was a strong predictor for teacher effectiveness in class. Earlier on Adeyemi (2008) investigated teachers' teaching experience and students learning outcomes in secondary schools in Ondo state, Nigeria. The findings of the study revealed that teachers teaching experience was statistically significant with students learning outcomes as measured by their performance in their national examination. He recommended that the government should encourage experienced teachers to study on their teaching jobs by providing improved conditions of service, more incentives and better promotional prospects.

In a similar way Cheruto and Benjamin (2010) sought to establish the management challenges facing implementation of free primary education in Keiyo district, Kenya. They found out that although the head teachers were the chief accounting officers in their respective schools, they faced a lot of difficulties in financial management despite their best efforts to be transparent and accountable on the use of school funds. They recommended that the government and/or the parents should employ accounts clerks in primary schools to assist the head teachers in book keeping and the governments should also avail funds to schools at the beginning of the year to enable school managers' plan in time.

In Uganda, Nairuba (2011) carried out a study on the effect of motivational practices on teachers' performance among secondary schools in Jinja. She found out that fringe benefits like allowances, recognition, promotion and praise depended on

availability of funds and management's perception and they had an effect on teachers' performance. She also found a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja. She concluded that there are other factors that could be affecting teachers' performance in the schools.

Acha (2010) investigated the effects of motivation on the performance of primary school teachers in Masaka, Uganda. The main objective of this study was to find out whether motivation of teachers had any effect on their morale to perform. She found out that teachers' performance was good despite the inadequate motivation. The study revealed a significant positive relationship between intrinsic motivation and teacher performance. There was also a positive relationship between extrinsic motivation and teacher performance. She recommended increase in the salary of primary teachers to match the increased cost of living, provision of accommodation to teachers, enhancing supervision as well as offering awards for good performance. The ministry of education and sports (2013) in Uganda analyses teachers' issues in the country as part of teachers' initiative in Sub-Saharan Africa (TISSA). In its report (2013), it was revealed that appointed teachers are entitled to several allowances such as: Hardship allowances of 30% of the basic monthly salary given to teachers working in areas that are difficult to reach. Hardship allowances are part of the national wage package. The hard to reach areas are those places characterized by remoteness, insecurity and poor infrastructure to attract and retain teachers in those areas. Travel allowances which include safari day allowance (per diem) and transport, but this is at the discretion of the school the teacher works. Extract duty allowances in form of acting allowances, duty allowance, and honoraria, sitting allowances normally paid during staff meetings and over time allowances. These allowances are at the discretion of the school. Other allowances include pension and gratuity. The teachers who are beneficiaries of pension include teachers who retire

at 60 years or have served 20 years in public service and would like to leave or those who retire on medical grounds. Pension is calculated using a formula based on the last grade reached and number of years of experience. Pension is paid monthly with immediate effect on retiring while gratuity is paid at the beginning of retirement and in installment depending on availability of funds.

To conclude, the literature reviewed so far (Podgursky, *et al*, 2011; Ikenyeri and Ihuamadenyi, 2011; Adeyemi, 2008; Mulkeen, 2005; Selemani-meke, 2013; Kadzamura, 2006; Sisungu, *et al*, 2012; Cheruto and Benjamin, 2010; Nairuba, 2011; Acha, 2010; Ministry of education and sports, 2013) indicates that several studies have been done on teachers fringe benefits/allowances largely as employee motivators. However, none has analyzed the effect of allowances on public primary school teachers' performance in Bugisu sub region.

#### **School Environment and Teachers' Performance**

As earlier noted, the school environment is a hierarchical system with many sub systems such as the classroom, the blackboards, school compound, sanitation, toilets and urinals, staffroom, sitting facilities, teaching and learning materials, leadership styles of the head teachers, monitoring and evaluation, the school neighborhood and the community (Moore, 2012). Several studies have been done on the environment and performance in schools. For instance, Moore (2012) investigated the role of school environment in teacher dissatisfaction among U.S public school teachers. The findings of this study revealed that a positive school environment included a supportive administration, enforcement of rules by the principal and other teachers, shared beliefs and values, communication among principal and staff, cooperation and hard work by the principle and the belief that the school is run well. The study further revealed that teachers who perceive a more positive school environment have more control over their classrooms and are, more satisfied with their jobs while teachers' perceptions of student

and community problems increase teacher dissatisfaction.

Amstrong (2006) asserts that work environment is a non-financial reward that enhance commitment and engagement and provide more opportunities for the contribution of people and hence performance. Good working conditions like manageable work load in terms of hours taught weekly, number of learners being taught and sufficiency of teaching and learning materials enhance teacher performance.

Eacott (2012) investigated the leadership practices of educational managers in Australia. The study found out that education leadership practitioners would benefit from having an instrument that could be used in the monitoring of their practice. Meanwhile, Bilal (2012) carried out a study on job satisfaction of university teachers: Impact of working conditions and compensation in Islamabad, Pakistan. The study found a positive relationship between working conditions, rewards and leadership and administrative support and job satisfaction of university teachers. The working conditions (environment included administrative support, teachers control over the workplace, cooperation from colleagues, resources needed to teach and not burdened with non-teaching duties.

Similarly, Faizi, Shakil and Lodhi (2011) sought to find out the main reasons of declining education standards at secondary level in Karachi, Pakistan. They found out that ineffective administration, non-flexible curriculum and outdated teaching methods employed by teachers, improper health facilities, poor evaluation system and bad inspection as well as of co-curricular activities were the reasons for the declining education standards at secondary level in Karachi, Pakistan. They recommended improved curriculum, effective administration, proper health facilities, modern teaching methods, proper inspection and evaluation and opportunities for participation in different co-curricular activities.

In a related study, Erat, Erdil, Kitapoi and Comlek (2012) examined the effect of the perception of

organizational trust and organizational support (environment) on intention to quit and individual performance in Turkish state Universities. The researchers found out that the perceptions of support and trust were significant variables in explaining intention to quit and individual performances. Organizational support was found to have a significant effect on individual performance. The researchers recommended a similar study in private universities.

In a related study, Olusola (2014) evaluated the factors that inhibit effective performance of primary school teachers in some selected local government education areas in Oyo state in Nigeria. The study revealed that several factors were inhibiting primary school teachers' performance. The factors identified included; inadequate motivation, irregular transfers, illegal deductions from primary teachers' salary on the account of bank charges, job security and local government education area officers seeing themselves as more important figures of authority over the classroom teachers. The researcher recommended more teacher motivation and enlighten on the part of local government workers so that they appreciate primary school teachers as partners in progress. Marishane (2013) carried out a qualitative research study to determine the extent to which schools address educational needs and barriers of immigrant learners in Limpopo province, South Africa. The researcher found out a worrying lack of pedagogical and didactic education and training of multicultural and multi-ethnic learners among teachers. He recommended the development of a model for managing schools with migrant learners.

Chandrasekhar (2011) examined that the work place environment impacts on employment morale productive. If the work place environment is not liked by the employee so they get de-motivated and their performance authorities or duties, lack of appreciate, and lack of personal decision making opportunity. People working in such environment are not satisfied they employee's job performance

hence lead to poor performance in teaching and learning process.

In a related study, Kadzamira (2006) studied teacher motivation and incentives in Malawi. He found out that the school environment in which most teachers were working was daunting and very challenging. It was noted that most rural primary schools and the community day secondary schools lacked facilities such as staff rooms, classrooms and sufficient learning materials and had dilapidated school structures with large classes, undisciplined and unruly students. He recommended increased provision of learning materials, increased support and supervisory services among others. In Kenya, Barmao (2013) investigated factors contributing to under representation of female teachers in headship position in primary schools in Eldoret municipality. She found out that women were not discriminated against in leadership but obstacles like unfair promotion procedures, gender stereo typing and rigid career path ways that hinder women most. She recommended that the education policy should provide equal opportunity for male and female and the conditions required in the appointments and recruitment should ensure that they avoid discrimination. The study further recommended that the ministry of education should formulate strategies to promote women and give them first priority whenever there is a vacant position to be filled.

Mutua (2015) carried out a study on the influence of motivation on job performance among secondary school teachers in Kiriya Central Sub-County. It was discovered that, in view of the teacher's opinion on the strategic measures to be taken to enhance job motivations and performance, 80 per cent called for improvement of working conditions and good opportunities for career advancement. It was further found out that teachers preferred to be motivated by the provision of basic needs in terms of emoluments but not price giving.

#### **Provision of Meals and Teachers' Performance**

Food is universally accepted as the most important human need (Akinmoladun and Oluwoye, 2007).

Gulled (2011) has traced school feeding programs back to the mid nineteenth century in Europe in France when the Paris guards established a fund for providing needy children with school lunches. It later spread to other countries like Japan and by late 1940s; it had been established in the United States of America and later to several other countries. As earlier noted, provision of meals such as break tea, lunch and evening tea does not only address the teachers' physical health but also helps the teacher have ample time to attend to the learners and lesson preparations (Musaazi, 1982; Mudhasi, 2007). A number of studies have been conducted on school feeding programs and performance. For instance, Pettigrew, Pescud, and Donovan (2012) assessed the extent to which parents and school based stakeholders (principals, teachers, canteen managers and parents and citizen committee presidents) were supportive of potential expansions to a new school food policy in Australia. The research findings of this study revealed that parents and teachers like other stakeholders were supportive of expansion of the existing and identified policy components. The study further revealed that little research had been undertaken to investigate the extent of support for specific potential school food policy components. This study recommended further research in other countries to assess the extent to which the policy expansion identified in the study could be considered appropriate by education stakeholders.

Meanwhile Danquah, Amoah and Obisaw (2013) investigated the nutritional status of upper primary schools in Atwima-Nwabiaga district, Ghana. The main objective of this study was to assess the nutritional status of upper school pupils in a rural setting. The findings of the study revealed no significant difference in the incidence of stunting and underweight. It was recommended that there should be more effort in designing intervention programs to enhance the quality of meals the pupils consume and more emphasis put on nutrition education at primary level in rural areas.

Ikenyiri and Ihua – Maduenyi (2011) investigated teachers' assessment of needs satisfiers as motivation for teachers' effectiveness in Omokurivers states, Nigeria. They found out that prompt payment for food and clothing was statistical predictors of teacher's effectiveness. They recommended that teachers should be paid their allowances on time to maintain their motivation. Similarly, Stuijvenberg (2005) analyzed the base of the school feeding system as a vehicle for micro nutrient fortification in South Africa. He concluded that for school children to realize their full mental and physical potential and perform to their best at school, both short term and hidden hunger needs have to be addressed. He recommended school provision of meals as an opportunity to alleviate both short term and hunger or feeding problems. In another study, Gulled (2011) sought to establish the effect school feeding program on access and retention among school pupils in nomadic families in Wajir district, Kenya. The study findings revealed that food supply to schools was enough to sustain the targeted population based on world food programs' policy. The study established a strong relationship between school feeding program and pupil access and retention in primary schools in Wajir district. The researcher concluded that other factors such as lack of knowledge about the value of education and lack of enough teachers were hindering access to primary education in Wajir district. The researcher recommended establishment of more boarding schools to enhance retention and performance of pupils in the district.

To conclude, several studies have been done on provision of food at school and performance (Pettigrew, Pescud & Donovan, 2012; Ells, Hiller, Shucksmith, Crawley, Harbige, Wiggins and Summerbell, 2008; Danquah, Amoah and Obisaw, 2013; Stuijvenberg, 2005; Ikenyiri and Ihua Maduenyi, 2011; Gulled, 2011) but none has focused on the effect of providing teachers with meals at school with regard to the performance of public primary schools teachers in Bugisu sub region. Most studies have addressed the effect of

feeding on primary pupils' performance, health, access and retention in schools.

### **Performance from any socio-economic activity**

Performance refers to the outcome from any economic activity. Accordingly to Armstrong (2003), performance is the behavioral aspect that defines the way in which organizations, teams and individuals get work done. In senior high schools, teacher performance is basically related to work performance like teaching and marking, preparing report forms, excluding school duties, attending staff meetings, preparing schemes of work and lesson plans.

Performance can be good or bad. Good performance involves being punctual at work, cooperating with co-workers, management in overcoming problems, having control over emotions, commitment and regular at work among others while poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, unwillingness to accept the delegated duties and having no control over emotions hence, strikes (Cole,1998). Where there are effective welfare measures in the form of working condition and fringe benefits, the degree of participation and commitment is high as well as performance. There is, therefore, correlation between welfare management and teacher performance.

Some previous studies (Nduku, Mwenda & Wachira, 2015; Eluka & Okafor, 2014; Aisha, Hardjomidjojo & Yassierli, 2013; Naharuddin & Sadegi, 2013; Mathews and Khann, 2016; Fadeyi, Sofoluwe & Gbadeyan, 2015; Ayeniyo, 2015; and Gohari, Ahmadloo, Boroujeni & Hosseinipour; 2013) have demonstrated that effective and efficient working conditions and fringe benefits are likely to lead to increased employee performance. For instance, using a sample of 172 employees from Kenya Commercial Bank, Nduku, Mwenda and Wachira (2015) found that working conditions have a positive effect on performance of employees. Eluka and Okafor (2014) discovered that improved working conditions impact positively on employees'

performance. Ayeniyo (2015) established a relationship between fringe benefit and employee commitment which consequently leads to high performance. Similarly, Gohari, Ahmadloo, Boroujeni and Hosseinipour (2013) found out that there is a significant positive relationship between pay, bonus, fringe benefits, promotion, appreciation, empowerment, and delegation on one hand and employees performance on the other.

Lawler (1965) asserted that salary secrecy is liable of affecting job satisfaction and performance. Lack of awareness of what other teachers earn may prevent them from pursuing higher goals. People often shy away from sharing issues that they feel touchy like pay and often tend to rationalize if asked of it. Anastassi (1988). A secondary school teacher who is not aware of what he or she should earn may not strive to get higher pay. The equity theory stipulates that employees want equitable returns from their contributions towards achievement of organizational goals. Lawler (1969) in Vroom and Deci (1970) argues that the employee's motivation to perform is determined by two variables. These are the concept of effort-reward and the concept of valence. Reward- value and effort- reward combine multiplicatively to determine the worker's motivation. Motivation is non- existent if the probability is low or missing. Vroom (1964) had shown that a workers' performance increased with an increase in the magnitude of reward offered for successful performance. This implies that the secondary school teacher may become more productive with better pay in that it would raise their morale hence motivation to perform well.

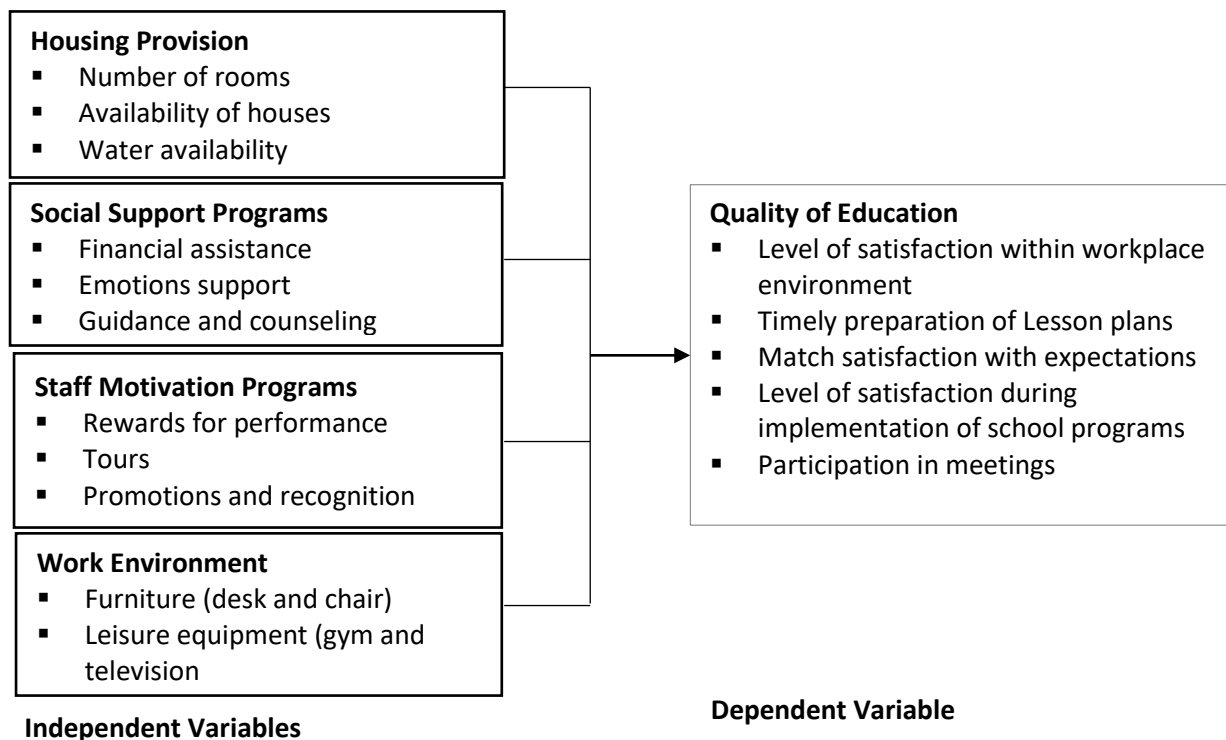
### **Conceptual Framework**

The theoretical base of this paper was generated from reviewing literature on equity theory. In the literature, causal linkages have been identified among organization performance, self-awareness leadership competencies, self-management leadership competencies, social awareness leadership competencies and social skills leadership

competencies. The conceptual framework is as shown in Figure 1. Previous studies revealed that teachers competencies is a key ingredient for schools success and leads to higher performance (Volman, 2007; Michael, 2011; Agha, Alrubaiee & Jamhour, 2011).

The presence of welfare among the teachers encourage teacher’s job performance when there

are good administration, presence of teaching material, absent of conflict among teachers and school management to school organization. Actually the teacher’s performance in teaching and learning process were measured when a teacher prepare teaching and learning content, participating in staff meetings, control the school activities, prepare scheme of work, providing tests and examination to learners and time punctuality in teaching.



**Figure 1: Conceptual Framework**

Organizations provide welfare facilities to their workforce to motivate them. The employees’ welfare schemes can be classified into two categories namely: statutory and non-statutory welfare schemes. The statutory schemes are those schemes that are compulsory to an organization such as compliance with the laws governing employee health and safety. In India, these provisions are provided for in Industrial Acts like Factories Act 1948, Dock Workers Act (Safety, Health and Welfare) 2000 and Mines Act 1962. The non-statutory schemes differ from organization to organization and from industry to industry (Tiwari, 2014).

Good self-awareness leadership competencies have positive effect on employee commitment and organizational citizenship behavior (Achoch, Gakure & Waititu, 2014). Team leaders’ human skills and team self-evaluation significantly influence the effective performance of the team (Zachariah & Taiwo, 2013). A social awareness leadership competency was positively and significantly related to employee performance (Walumbwa, Mayer, Wang, Wang, Workman & Christensen, 2011). Aligning organizational structure with strategy is important as it makes it much easier for management team to move the organization in the same direction (Bradford, 2001).

Welfare programme is a globally broad concept referring to a state of living of an individual or a group, in a desirable relationship with the total environment i.e. ecological, economic and social. Staff welfare includes both social and economic content of welfare. Social welfare is primarily concerned with the solution of various problems of the weaker section of society like prevention of destitution and poverty. It aims at social development by such means as social legislation, social reforms, social service, social work or social action (Luthans, 2012). Employees are a valuable resource that may contribute in several different ways to an organization's activities if the organization gives them an appropriate opportunity. Staff welfare among civil servants is very critical and important for quality service delivery to the public. These services if inadequate, will negatively affect the performance of service delivery in the public sector. Hence, the need to put in place proper mechanisms in order to ensure provision of welfare programmes for employees in the public service. Banu and Ashifa (2012) asserted that improvement of employee morale and spirit is achieved by addressing factors that affect morale. Attitude survey, welfare measures, salary increase from time to time could be one of the ways of improving institutional performance and thus reducing employee turnover.

Employee welfare measures related to certain additional activities, which an organization may provide like housing facilities, transportation facilities, medical facilities, recreational facilities, cultural facilities, libraries, gyms and health clubs

etc. Employers offer these in the hope of winning the satisfaction index of an employee. In Nigeria, interest in effective use of rewards to influence workers performance to motivate them began in the 1970's. The performance of workers has become important due to the increased concern of human resources and personnel experts about the level of output obtained from workers due to poor remuneration.

Improvement of working conditions, according to Mutua (2015), enhances both motivation and performance. Similar sentiment is shared by Kassim (2011). Kassim (ibid) puts it that a positive work environment can motivate staff to deliver. Availability of necessary office equipment like furniture and computers are a motivating factor which enhance performance. Extra big workloads negatively affect the performance of teachers. Recognition is factor that is difficult to measure the researcher focused on praise, team building and test score. Munga (2013) focused on the same are in relation between nonfinancial rewards and retention on teacher.

### Case Studies

Teachers' monthly earnings, relative to other workers with education, vary across countries. Teacher pay varies dramatically across countries, so this study does not point to a single policy recommendation across East Africa Community. According to the pay structure, teachers' salaries vary depending on their level of education as well as experience. For the purpose of this study the conversion of the dollar used is as shown in the following table.

**Table 1: Currency conversion of countries in EAC countries**

S/No.	Country	USD
1	Kenya Shilling	114.09
2	Uganda Shilling	3582.91
3	Tanzania Shilling	2316.45
4	Rwanda Francs	1030.85
5	Burundi Francs	2001.15
6	South Sudan Pounds	130.26

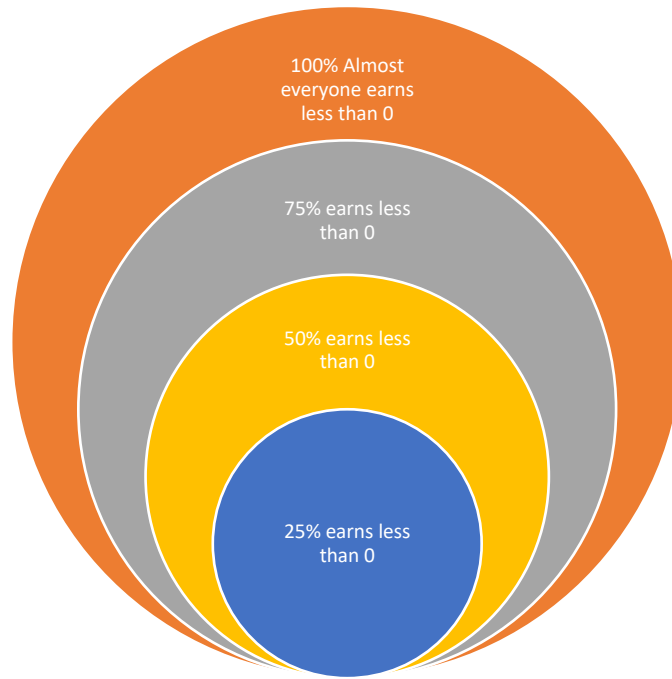
**Source: Author, 2022**



## Rwanda

A person working in Teaching / Education in Rwanda typically earns around 734,000 RWF per month. Salaries range from 352,000 RWF (lowest average) to 1,340,000 RWF (highest average, actual maximum salary is

higher). The median salary is 793,000 RWF per month, which means that half (50%) of people working in Teaching / Education are earning less than 793,000 RWF while the other half are earning more than 793,000 RWF. The median represents the middle salary value.



**Figure 2: Teacher Salary Distribution in Rwanda**

Workers with a certificate or diploma earn on average 17% more than their peers who only reached the high school level. Employees who earned a Bachelor's Degree earn 24% more than those who only managed to attain a certificate or diploma. Professionals who attained a Master's Degree are awarded salaries that are 29% more than those with a Bachelor's Degree. Finally, PhD holders earn 23% more than Master's Degree holders on average while doing the same job.

In 2008, Rwanda introduced a Savings and Credit Cooperative (SACCO) scheme to help teachers access to credit and other financial services. With over Rwf250 billion loans disbursed so far, the scheme has boosted the teachers' welfare. Umwalimu saving and credit cooperatives is a savings and credit cooperative for Rwandan Teacher's mandated to empower the members towards uplifting their socio-economic welfare and

to contribute to socio-economic development of the community at the national level. Teachers, being change agents through education systems and at the same time catalysts to Rwanda's economic development, the Government of Rwanda found it important to establish a scheme that would facilitate their wellbeing and motivate them during delivering their services to fulfill what the Government expects of them. This noble cause was initiated by the President of the Republic of Rwanda H.E Paul KAGAME on 2008. Mobilizing a pool of savings and later be offered loans at competitive interest rate which are the core activities of the cooperative. Through the cooperative and out of their meager earnings, teachers save up to 5 per cent of their monthly net salary; this would automatically qualify them to access loan as Umwalimu saving and credit cooperatives members (Umwalimu SACCO, 2008).

Savings and credit cooperative societies are defined as associations for people who pool together their financial and human resources for the purpose of giving loans to each other and using the pool of ideas for the betterment of their members. They are formed under a predefined common bond. Loans are used for economic and other worthwhile purposes. The members are owners of the saving and credit cooperatives and customers at the same time (Umwalimu SACCO, 2008).

Cooperatives sector in Rwanda is relatively young. Although small self-help peasant, Organizations (ibimina) have existed for some time, the sector growth accelerated with the creation of the Rwanda Banques Populaires or Union des Banques Populaires du Rwanda (UBPR) in 1975 whose network dominates the microfinance industry today. The history of cooperatives is better described through the following time line: 1965: Probable date of appearance of the first ibimina; 1975: Establishment of the first Banque Populaire (BPR), the Banque Populaire of NKAMBA, on August 4, 1975; 1986: Banques Populaires create a Union called Union of the Banques Populaires (UBPR); 1994: all MFIS stopped their activities and lost their assets during the 1994 war and genocide against the Tutsi; 1995: Launching of the financial sector reform, (NBR, 2000).

Umwalimu saving and credit cooperatives proudly operates a total of over 70,000 active accounts for members whom the majority are primary teachers (over 90%) and about 9% being teachers from secondary schools. The Cooperative membership is also open to the staff from the Ministry of Education. Umwalimu saving and credit cooperatives has a network of 30 branch offices, meaning 1 branch office per District and also partnering with imirenge saving and credit cooperatives for money transfer services as a way to increase member's access to a diversity of the Cooperative's financial products. Teachers are being mobilized to form cooperatives at their school centers so as to access big loans for big income

generating projects especially in transport, agriculture and business (Umwalimu SACCO, 2008).

Education is a fundamental human right and an essential tool to ensure that all Rwandans realize their full potential. It is in the same line that the Rwanda's Economic Development and Poverty Reduction Strategy (MINECOFIN, 2007) acknowledges that human resource development is one of the pillars of the national development, and in its national "Vision 2020" (MINECOFIN, 2000), the Government of Rwanda has resolved to develop an ICT led and knowledge-based economy. In other words, Rwandans social and economic development is acknowledged as a direct outcome of its emphasis on all aspects of education.

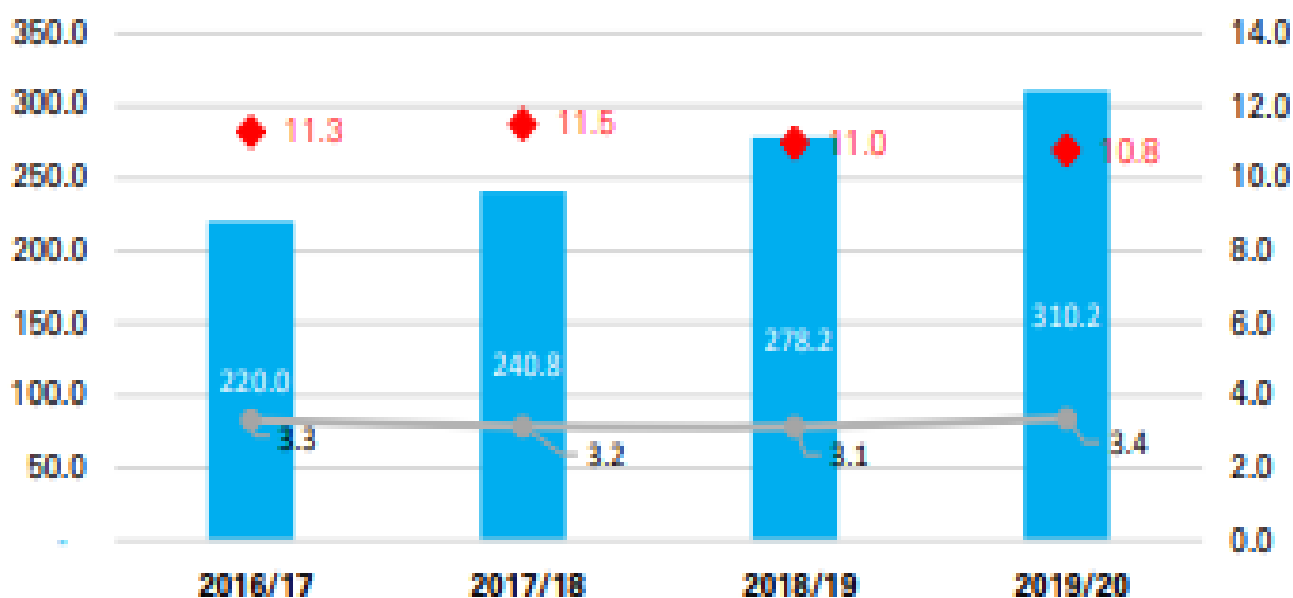
The education sector like any other sector underwent tremendous reform in which the main objective was to reorganize and try to revive the system of education which had collapsed in the 1994 genocide against the Tutsi (MINEDUC, 2003). In 1998 for example, the Government of Rwanda developed the educational sector policy that aimed at providing solutions to problems experienced by the country before and during the 1994 genocide against the Tutsi. One of the major objectives in this educational sector policy was to achieve Universal Primary Education by 2010. The Government of Rwanda has also identified strategies to improve secondary, tertiary, technical and vocational as well as special needs education, but did not specify the working conditions of teachers, as one of the key conditions and strategy to achieve this important development goal (MINEDUC, 2010).

Okello and Kagoire (1996) point out that "the quality of education of a country largely depends on the quality of teachers". However, there is shortage of qualified teachers especially in rural areas since some teachers are not willing to go to those areas (Mkandawire, 2010). This situation hinders quality education because these teachers are not in a better position to help children learn better (Moyo, Wadesango, & Kurebwa, 2012). In Rwanda, the introduction of the 9 YBE program resulted in high student enrolment requiring more recruitment of

qualified teachers. Even those inservice teachers who upgrade are not ipso facto remunerated accordingly and this definitely ends up with discouragement. In fact, as Muligande (2010), the then Minister of Education noted, Rwanda is still experiencing limitations in recruiting and retaining more qualified teachers.

The Government of Rwanda is committed and has done a lot of transformation in education. Over the past four years, the school drop-out rate has remained low (around 5 per cent). However, in 2018 there was a slight increase by 1% from 5.6 per

cent in 2017 to 6.7 per cent. The drop-out rate in primary school is slightly higher for boys (7 per cent) than for girls (6.3 per cent). Both drop-out and repetition remain an issue within the Rwandan education (MINECOFIN, 2018). The budget allocated to the Ministry of Education, its Agencies and Districts has shown a nominal increase over the past four years. In 2019/20, the Government of Rwanda as allocated FRW 310.2 billion to the education sector, up from FRW 278.2 billion in 2018/19, reflecting an increase of 11.5 per cent in nominal terms or 10.4 per cent in real terms (UNICEF, 2020).



**Figure 3: The Education sector Budget in Nominal FRW' billion and as % of Total Budget and GDP**

The Government of Rwanda has been proactive in the Education Sector by setting its strategic direction and adopting policies in critical areas of the education system. In line with the Millennium Development Goals (MDGs) on education particularly, the Government of Rwanda committed itself to advancing Education for All (EFA), thus progressively rendering the primary education free, then established a free 9YBE and later the 12YBE in an increasingly decentralized education system (UNDP, 2010). However, this highly commendable government's policy agenda requires considerable implementation and monitoring capacity at central,

district, school and teacher levels in order to optimize expected results (UNDP, 2010a). As the sector begins to address emerging challenges, appropriate measures need to be paid to the need to be undertaken to ensure adequate capacity and quality education (World Bank, 2015).

#### Kenya

A person working as a Secondary School Teacher in Kenya typically earns around 126,000 KES per month. Salaries range from 61,700 KES (lowest) to 197,000 KES (highest). This is the average monthly salary including housing, transport, and other benefits. Secondary School

Teacher salaries vary drastically based on experience, skills, gender, or location. The median salary is 129,000 KES per month, which means that half (50%) of people working as Secondary School Teacher(s) are earning less than 129,000 KES while the other half are earning more than 129,000 KES. The median represents the middle salary value.

Managing teachers' welfare packages is an aspect of school management which is concerned with teachers at work and their welfare packages within and outside the school. It seeks to bring together men and women who make up the teaching workforce and develop into an effective educational system that enables each one to make his/her own contribution to the success of the school. Management of teachers' welfare packages involves a number of strategies that sustain activities toward the achievement of personal and school goals. Well-managed teachers may always look for better ways to carry out their teaching job; they are more quality oriented and more productive (Peter, 2008).

According to the National Center for Education Statistics (2002) teachers' turnover rate shows the first few years of teaching seem to be critical for novice or beginning teachers. Studies show that a fairly high proportion of teachers leave the teaching profession in the early years of teaching and that some potential teachers do not join the teaching profession (Baker & Smith, 2007; Ingersoll, 2008). The National Center for Education Statistics (2007) also reported that across the nation 9.3% of public school teachers left before they completed their first year in the classroom and over 1/5 of public school teachers left their positions within their first three years of teaching. Recently in Tetu sub-county there has been an increasing tendency for school teachers seeking for early retirement or leave the teaching profession, many of them are well experienced, with 10 to over 30 years of teaching experiences owing to inadequacy in TSC human resource functions especially in relation to promotion, performance appraisal and teachers evaluation (Namutebi, 2006). The phenomenon has

caused much concern in the public and the education sector.

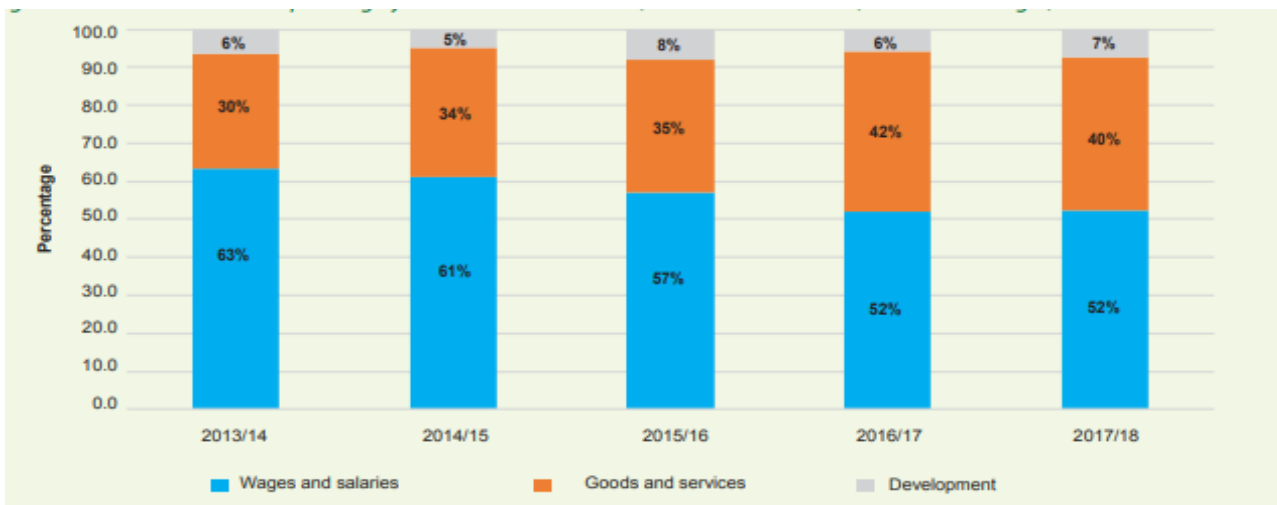
Despite the use of various welfare programs including support programs, housing, provision of meals and work conditions, performance of teachers in these schools remains low. For instance, Njeru (2017) indicates that private primary schools experienced an increase in absenteeism and late arrival in schools by 12 per cent between 2016 and 2017. This fluctuating performance has resulted into undesirable impacts e.g. constant division of institutional work, no result or low productivity, students' indiscipline, low satisfaction of the job and bad school image in most of the schools in Bomet County (Mitei, 2015). According to Chebet (2015), 88% of private primary schools in Kenya do not provide family welfare programmes for example counseling services and recreational opportunities.

In Kenya, teachers are represented by three teacher unions in the education sector namely, the Kenya National Union of Teachers (KNUT), Kenya Union of Post Primary Education Teachers (KUPPET) and University Academic Staff Union (UASU) for lecturers in public universities. The Kenya National Union of Teacher (KNUT) is a teachers' trade union registered under the trade unions act Cap 233 of the Laws of Kenya. It represents both primary school and secondary school teachers. The mandate of KNUT is to secure, protect, and enhance the welfare of their members and to advocate for education professionalism and development in the Country (KNUT 2015). It also aims to secure and maintain unified and better terms and conditions of employment and service for all teachers in Kenya (KNUT (2015)). According to the outline in KNUT's strategic Plan (2015- 2019) the aims and objectives of the Union are contained in Article II of its Constitution. They are summarized into five functional areas, namely; to unite teachers of all grades, to secure improved terms and condition of service for teachers and to protect their interests as workers. Other functions include promoting programmes that are aimed at improving teachers' welfare and socio-economic well-being, to

contribute to professional work in teaching and development of education services in Kenya (KNUT 2015).

In Kenya, budget work has been used to ensure that the government’s policy of free primary education provides adequate financial and human resources to facilitate children’s access to a quality primary education. The government devolved funds to the local level in order to speed up service delivery and increase community participation in decision-

making. This meant that there was a greater need for communities to understand budget processes, and to have the skills to plan and make decisions about education expenditure. This has been achieved by training communities to monitor education policy and budget implementation, and by working to establish good governance structures in schools. Lobbying activities led to a change in the Education Act, to outline the role and function of SMCs and PTAs in school and financial management.



**Figure 4: Education Sector Spending by Economic Classification, 2013/2014-2017/18 (% of Sector Budget).**

On average, education expenditure credibility or outturn, captured through education spending as a percentage of aggregate sector allocations, was low except for TSC. Technical education experienced the lowest level of budget credibility due to the reorganization of structures resulting from the devolution of youth polytechnic functions to county governments, and low disbursements of development budgets. The low spending performance of the university level can be attributed to delays in releases from the National Treasury. The TSC’s high budget out-turn can be attributed to the spending resources on teacher’s salaries. Overall, the low budget outturn undermines the credibility of the planning and budgeting process, including linkages with resource mobilization and sector performance.

### Uganda

A person working in Teaching / Education in Uganda typically earns around 2,780,000 UGX per month. Salaries range from 1,330,000 UGX (lowest average) to 5,070,000 UGX (highest average, actual maximum salary is higher). The median salary is 3,000,000 UGX per month, which means that half (50%) of people working in Teaching / Education are earning less than 3,000,000 UGX while the other half are earning more than 3,000,000 UGX. The median represents the middle salary value

In Uganda, welfare has been an issue for teachers as far back as 1944 when teachers under the Uganda African Teachers Association (UATA) presented ‘their first memorandum on their-salaries and conditions of work, this issue has persisted to date. Continued teachers protests and strikes over the years is a clear indication of the

unresolved issues surrounding teachers' welfare and government action on the contested issues. The teachers have continued to organize themselves into collective industrial action, and have also utilized advocacy to put pressure on government to yield to teachers' demands regarding their welfare. This paper seeks to examine the nature of teachers' protests in Uganda, how they have been organized and the overall effect of these protests on teachers' welfare. The first section of the paper links teachers protest movements to social movement and the whole theoretical framework of collective action. It presents the research problem as well as research methods. The second section provides findings from the historical analysis of teachers' movements in Uganda, and gives the characteristics of teachers' collective action over time. The third section discusses how teachers unions have affected the teachers' welfare.

The Ministry of public service in Uganda provides a clear description of teachers' welfare system which includes salaries, allowances and benefits. For instance, all permanent teachers, on the payroll, are entitled to retirement benefits; including a monthly pension commensurate with a teachers rank, salary and length of service, and a gratuity paid at the beginning of the retirement. Teachers working in "hard to reach" districts, defined as "hard to stay and hard to work in", and characterized by "remoteness, insecurity and poor infrastructure"; are entitled to a hardship allowance. However, teachers in Uganda have consistently been disgruntled by the low remunerations which according to them do not measure up to their

welfare needs. They are increasingly de-motivated to the extent that 84% of teachers in active service are willing to leave the profession (Ministry consultative council meeting, October 2013, cited in UNATU, 2013). This limited motivation is further reflected in deteriorating teaching, performance and learning outcomes (UNATU, 2013). The low quality of education being provided has put teachers on spot light and disapproval by politicians, parents and communities. UNATU (2013) maintains that low pay, late pay, and no pay affect the morale of teachers and their image in society. This suggests that teachers' welfare in terms of monetary and non- monetary aspects needs to be improved. This has the core area of concern and the essence of numerous teachers' protests and strikes in Uganda. The contribution of these protests towards influencing the teacher's welfare system in the country is however not sufficiently analyzed in the academic and policy circles.

Nairuba (2011) researched on motivational practices and its impact on teachers' performance in public secondary schools in Jinja, Uganda. The research deployed descriptive-correlation research design. The study results indicated that motivational practices had insignificant impact on teacher performance. According to the study findings these practices included promotion, teachers' tours recognition and financial rewards. It was revealed that the motivation practices lead to objectionable behavior among the staff. The study was limited to teachers' performance in secondary schools.

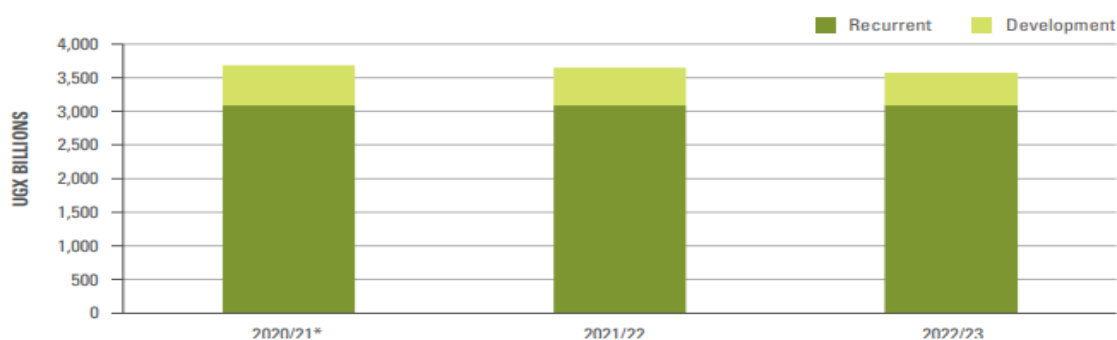


Figure 5: Recurrent vs Development Allocations (UGX BN)

The education sector is a critical component towards achieving human capital aspirations of building teachers and learners' capacity as articulated in the recently approved third National Development Plan (NDP) III. Given the coronavirus pandemic and the associated school closures, ensuring that all formally enrolled children return to school will be critical during FY 2021/22. The education sector contributes to the human capital development programme in the NDP III through:

In line with the programme objectives mentioned above, the government will roll out the following interventions;

- Support research and innovation at higher education institutions;
- Establish education infrastructure improvement at all levels, including the upgrade of the secondary school infrastructure under Uganda Intergovernmental Fiscal transfer (UGIFT) and staff housing projects, among others; the establishment of virtual laboratories in ten (10) secondary schools using the Cyber Schools Technology Model; and ICT infrastructure to support Online and Distance e-Learning in Universities;
- Retooling of secondary schools and lower secondary school teachers enables them to implement the new lower secondary curriculum;
- Commence implementing the new policy on vocational education to increase access to basic Vocational Training for youths;

- Provision of instructional materials, science kits, equipment and tools to support the teaching and learning process;
- Drafting a Curriculum, Assessment and Placement policy recognizes Physical Education (PE) and Sports as examinable subjects;
- Disbursement of loans to seven thousand and fortyseven (7,047) beneficiaries, including continuing students;
- Support National Sports Associations to ensure the competitiveness of athletes at national and international events;
- Targeted scholarships to facilitate inclusive human capital development and equitable access to opportunities across regions;
- Implementation of Early Childhood and Development Policy under the Ministry of Education.

#### **Tanzania**

A person working as a Teacher in Tanzania typically earns around 963,000 TZS per month. Salaries range from 472,000 TZS (lowest) to 1,500,000 TZS (highest). This is the average monthly salary including housing, transport, and other benefits. Teacher salaries vary drastically based on experience, skills, gender, or location. Teacher salaries in Tanzania range from 472,000 TZS per month (minimum salary) to 1,500,000 TZS per month (maximum salary). The median salary is 982,000 TZS per month, which means that half (50%) of people working as Teacher(s) are earning less than 982,000 TZS while the other half are earning more than 982,000 TZS. The median represents the middle salary value.



**Figure 6: Salary Comparison of Teachers by Experience in Tanzania.**

The experience level is the most important factor in determining the salary. Naturally the more years of experience the higher your wage. A Teacher with less than two years of experience makes approximately 559,000 TZS per month. While someone with an experience level between two and five years is expected to earn 719,000 TZS per month, 29% more than someone with less than two years' experience. Moving forward, an experience level between five and ten years lands a salary of 992,000 TZS per month, 38% more than someone with two to five years of experience. Additionally, Teacher(s) whose expertise span anywhere between ten and fifteen years get a salary equivalent to 1,230,000 TZS per month, 24% more than someone with five to ten years of experience. If the experience level is between fifteen and twenty years, then the expected wage is 1,320,000 TZS per month, 7% more than someone with ten to fifteen years of experience. Lastly, employees with more than twenty years of professional experience get a salary of 1,400,000 TZS per month, 7% more than people with fifteen to twenty years of experience.

In Tanzania, the education policy framework of 2012 (MoE, 2012) recommends that School Management Committees and head teachers should strive to recognize staff for accomplishment of tasks, and provide opportunities for shared leadership and support (TSC, 2006; Musungu and Nasongo, 2008). The policy framework further recommends training of head teachers in human resources management, and particularly people motivation skills (MoE, 2012; Ursulla et al., 2015). At the same time, the establishment and operationalization of a reward system for good practice for teachers and student teachers in science, mathematics and language subjects proved to be a positive policy innovation (MEVT, 2014; Raymond, 2016). The idea behind the reward system was to recognize, motivate excellent teachers and provide them with a combination of intrinsic and extrinsic incentives, including improved pay, merit based recognition and awards and support to accessing TPD opportunities.

In Tanzania, majority of teachers in government schools are facing various problems. One among those problems is concerning with payments.



Teachers are entitled to be paid salary, leave allowances and arrears when they get promotion. Teachers' payment problem emerged since the government started to implement Structural Adjustment Programme (SAPs) conditionality particularly in the mid of 1980s. Prior to the implementation of SAPs conditionality's teachers were paid salaries, leave allowances, transport allowance, rent allowance and teaching allowances. One of the conditionalities imposed by World Bank and IMF through SAPs was the reduction in public spending on social services including education at all levels (Brock Utne 2006). The reduction of public social services affected teachers' payments as follows, rent allowance, transport allowance and teaching allowances were no longer provided.

Current data shows that entry salary for a diploma teacher is 325,700/= TZS (199.980 USD) in 2011 while entry salary for degree teachers is 449,200/= TZS (275.809 USD) in 2011. There is an increment of teachers' salary compared to Davison's data of 2005 which indicated that entry salary for a teacher with a Diploma in Education in public schools was less than 100,000 TZS (US\$100). This increase of salary does mean that teachers are satisfied with it; still it doesn't meet teachers' necessity expenditures because of intensive increase of cost of living. Teachers are facing a lot of challenges to budget their salaries for family expenditure, transport cost, medication etc. Therefore, the government and education sector are challenged to rethink about teachers' payment specifically to increase their salaries and return back their removed allowances.

Sumra (2004b) argues that majority of teachers perceive their profession as not respected any more. They feel they have low status in society because of their low salary and poor living conditions. Millman (1985) argues that other people are considering teaching profession as a missionary occupation. He insists that "the misleading notion of teaching as a missionary occupation, if it ever did have any validity, is no longer a possible underlying principle for expecting teachers to accept a lower standard of living and

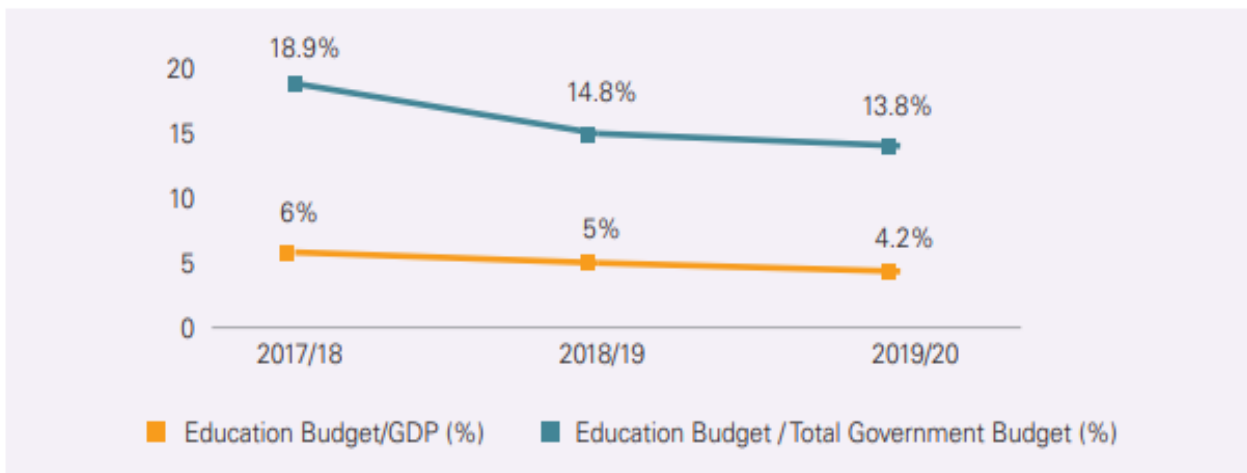
less security for the future than other civil servants' Millman (1985). This notation still exists in government official speeches when they talk about teachers' payment and other benefits. They still hold that teaching profession is like "volunteers' job". But in reality, it is a professional job like other professions. It needs to be honoured and well paid. The consequences of maintaining this notion affects teachers' income since their payments (salary, arrears, allowances) are being ignored. This situation leads to socio-economic problems to teachers. As a result they are regarded low status in the society.

According to Rust & Dan (1990: 151), "teachers' efforts to improve the quality and efficiency of education around the world are often seriously undermined by the pay, status and self-esteem and the condition of service of teachers". Furthermore, ILO and UNESCO document of 1984 stated that "over 30 million teachers throughout the world are living a low standard of life due to low income and working under enormously varied conditions". Tanzania is no exception as Sumra (2004b: 2), asserts that "Although efforts are underway toward improving teachers' professional knowledge and skills, far less attention is focused on their material welfare." Poor pay leads to teachers' energies being dissipated on second jobs and moonlighting and inevitably many of those teachers who can find alternative employment will take it. Myra (1980) indicates that more than majority of teachers prefer leaving teaching profession because of poor salary and working conditions.

There are different reports which have explained the challenges which are confronting teachers in Tanzania basing on their welfare. For example Bennell and Mukyanuzi (2005) have reported that, different newspaper articles and other media reports regularly highlight the problems of teachers in Tanzania. Numerous official documents over the last decade or so have also increasingly drawn attention to the vulnerability of teacher is welfare in the country. For example, the Report on the Education Sector Towards 2000 has noted that

'since 1962, the different schemes of service for teachers have not reflected to the outcome due recognition of the heavy demands of society upon teachers nor the crucial contribution of the latter in moulding the future citizens of society. This attitude

has greatly discouraged educated competent young men and women from enrolling in teacher training courses. Many dedicated teachers have gone to more caring employers.



**Figure 7: Education Budget – Share of GDP and f Total Government Budget from FY 2017/18 to FY 2019/20**

The education budget represented 18.9 per cent of the national budget in FY 2017/18, but declined to 14.8 per cent in FY 2018/19 and then to 13.8 per cent in the approved budget for FY 2019/20. This decline is alarming given that the Education Statistical Abstracts point to an increase in the number of registered students between 2016 and 2018 at all levels (pre-primary, primary and lower secondary), which would presuppose a proportional increase in recurrent costs (teacher salaries) as well as an increase in the development budget (for teacher training and school infrastructure). In terms of share of GDP, the value of education spending peaked in FY 2017/18, at 6 per cent. There was a projected decline to 5.0 per cent in FY 2018/19 and 4.2 per cent in FY 2019/20. In order to meet the commitment to universal education, it will be necessary to increase spending on education. This will require either an increase in revenue mobilization or a reduction in some spending on non-priority areas in order to allocate additional resources to the education sector.

Lyimo (2014) investigated teachers' low payments in secondary schools in Moshi Rural District in Tanzania. This study found out that teachers'

allowances such as leave allowances had been abolished in the 1980s when the government implemented the structural Adjustment program (SAP) conditionalities of the World Bank and the International Monetary Fund. This situation negatively affected teachers' living conditions and motivation. The study also revealed that students' academic performance to some extent depends on how teachers' motivation is handled. Whereas this study revealed the low pay of teachers, it was carried out in secondary schools and was more concerned with the effect of low teachers' pay on students' academic performance in secondary schools in Moshi Rural District. It also employed a purely qualitative research approach in the collection and analysis of data.

#### **Burundi**

A person working as a Teacher in Burundi typically earns around 867,000 BIF per month. Salaries range from 451,000 BIF (lowest) to 1,330,000 BIF (highest). This is the average monthly salary including housing, transport, and other benefits. Teacher salaries vary drastically based on experience, skills, gender, or location. The median salary is 833,000 BIF per month, which means that

half (50%) of people working as Teacher(s) are earning less than 833,000 BIF while the other half are earning more than 833,000 BIF. The median represents the middle salary value. Teacher(s) in Burundi are likely to observe a salary increase of approximately 7% every 30 months. The national average annual increment for all professions combined is 4% granted to employees every 29 months. A Teacher with less than two years of experience makes approximately 512,000 BIF per month.

While someone with an experience level between two and five years is expected to earn 687,000 BIF per month, 34% more than someone with less than two years' experience. Moving forward, an experience level between five and ten years lands a salary of 893,000 BIF per month, 30% more than someone with two to five years of experience. Additionally, Teacher(s) whose expertise span anywhere between ten and fifteen years get a salary equivalent to 1,080,000 BIF per month, 21% more than someone with five to ten years of experience. If the experience level is between fifteen and twenty years, then the expected wage is 1,180,000 BIF per month, 9% more than someone with ten to fifteen years of experience. Lastly, employees with more than twenty years of professional experience get a salary of 1,240,000 BIF per month, 5% more than people with fifteen to twenty years of experience.

A Teacher is considered to be a low bonus-based job due to the generally limited involvement in direct revenue generation, with exceptions of course. The people who get the highest bonuses are usually somehow involved in the revenue generation cycle. 90% of surveyed staff reported that they haven't received any bonuses or incentives in the previous year while 10% said that they received at least one form of monetary bonus. Those who got bonuses reported rates ranging from 1% to 3% of their annual salary.

Teachers' pay and working conditions are the backbone of union demands. Many, including those in the four Burundi, challenge the current low salary

levels, stating they are not sufficient to earn a decent living, are rarely representative of the high cost of living and are often lower than the salaries of other civil servants with equivalent diplomas and qualifications. In Burundi, there are currently three different structures for entering the profession: pedagogical school (requiring secondary school plus two years of training); Ecole Normale Primaire (secondary school plus four years of training); or one year of pedagogical training after a general humanities degree. Salary scales, including retirement age and benefits, are based on these criteria plus number of years in service.

### **South Sudan**

A person working in Teaching / Education in Sudan typically earns around 38,700 SDG per month. Salaries range from 18,600 SDG (lowest average) to 70,600 SDG (highest average, actual maximum salary is higher). This is the average monthly salary including housing, transport, and other benefits. Salaries vary drastically between different Teaching / Education careers. If you are interested in the salary of a particular job, see below for salaries for specific job titles.

South Sudan society ranks teachers at the bottom of the career hierarchy, with many in the profession subjected to bullying and ridicule. "A majority of the country is made up of illiterate people." With an alarming 27 per cent able to read and write. "They look at a person based on outward appearance and how much money they have. As the money and conditions are so low, teaching is simply disregarded. Anyone who has money, must know more, must work harder and be better in life" (UNICEF, 2020). In a country where conflict has been rife throughout much of its history, many teachers enter the profession with no other option or prospects. Just 54 per cent having completed secondary school as their highest academic qualification, and many in rural areas not finishing their primary education – the latter where almost 83 per cent of the country resides.

In 2018, an education cluster assessment found that little had changed across the country. The Ministry of Education found 41 per cent of schools non-functional at the time of assessment, with insecurity as the main cause of school closure in the same year. In the same period, schools lost on average 30 days of education per academic year, due to insecurity. UNICEF South Sudan is heading an ongoing survey funded by the Norwegian national committee for UNICEF that aims to better understand the issue of teacher absenteeism – to inform future programming and improve the quality of education being delivered, in support of the government structure. Teaching is deemed to be one of the least paid jobs in South Sudan, and figures support this. Due to inconsistent and unpredictable inflation, salaries have become unstable. Despite the economic situation, the government has not adjusted teacher's salaries, with the Education sector allocated just six per cent of the national budget in 2019/2020, a decrease of 4 per cent from the previous year. "Teachers are paid 1,200 SSP per month [by the government], that is less than \$5 USD. Who can survive on that?!" asks Lado. "Before the economic crisis and the war, it was good money, about \$100 USD in 2011. But today it is nothing." Payment by the government is often delayed, and systems of direct payment no longer exist. Many wait months, only to receive little to no back pay.

UNICEF South Sudan and the Norwegian National Committee for UNICEF has started an incentive programme under the EU-IMPACT project that adds the equivalent of \$40 USD per teacher in qualifying schools, to support the government salary. The amount is paid on a quarterly basis and is determined by the Education Cluster and adjusted periodically.

The impact of prolonged conflict and hyperinflation has permeated all levels of the education system and through these different pathways, contributed to teacher time loss. Teachers saw the value of their already limited salary drop, despite increases in the government salary scale. Many have had to seek

other income sources to secure their livelihood, including 32 per cent of teachers surveyed in this study. Hunger and sickness have affected teachers, students, and their families and school buildings, housing, and roads have been destroyed. As the Government of South Sudan continues to rebuild the country's education system, securing a livelihood is front of mind among those interviewed for this study. Teacher remuneration challenges, particularly insufficient and delayed payment of salary, was the most frequently raised topic in relation to the teaching context and teacher absence. The impact of these challenges was felt on other aspects of teaching work and reported by all groups of interviewees. National-level initiatives that had broad awareness among interviewees were largely donor-funded, and mainly the EU-IMPACT incentives.

Several interviewees credited the national government for their role in cooperating with donors on these types of programmes including, for example, school feeding and distribution of textbooks. Teachers otherwise reported being largely unaware of national measures implemented at the national level to improve their attendance and motivation. Interviewees made a distinction between policies on paper and their implementation. Central government representatives raised policy implementation as a challenge. Teachers too were acutely aware of this implementation gap issue. Some teachers contrasted the implementation of donor-supported programmes which they could see occur, against what they did not see happen from the central government such as timely salary payments, new schools being built, housing support, training opportunities, or visits.

### **Comparison of different welfare in East Africa Community**

Many of the teachers have experienced displacement, either during previous conflicts in the region or during the current conflict. In Palabek settlement, the teachers are primarily Ugandans, with some South Sudanese. Given the protracted

nature of the conflict in their country, the South Sudan teachers in Palabek previously attended Teacher Training Colleges in Uganda while formerly displaced there. Meanwhile, a number of Ugandan teachers in Palabek are from the district or neighboring areas in northern Uganda, and grew up displaced or affected by local armed conflicts. In

Juba and Torit, the teachers are South Sudanese. Many received training in neighboring countries (e.g. Kenya, Uganda) while formerly displaced, others are internally displaced and were previously trained in South Sudan, while others have not received any formal teacher training prior to becoming teachers in South Sudan.

**Table 2: Rank of Teacher Welfare Scheme in East Africa Community**

	Promotion	Salary	Fringe Benefits	In Service Training
Kenya	3	1	2	4
Uganda	2	1	3	4
Rwanda	4	1	2	3
Tanzania	2	1	4	3
Burundi	3	1	2	4
South Sudan	4	2	1	3

**Source: Author, 2022**

Salary was rated as the most with 32% responses, while in-service training was ranked least with 17% responses. Promotion and fringe benefits were also popular methods of welfare scheme in the selected schools. This result reveals that most of the respondents believed that when they are getting their regular promotion that translates to good Government's welfare scheme for them. There are situations where Teachers are not promoted based on merit, this tends to dampen teachers' morale and make them to be less productive. It was shown from the responses that the Government does not give much emphasis on In-service training of staff; as such the teachers are getting little assistance from the government. The survey indicated that only 5 percent usually attend seminars and workshops while 70 percent indicated that teachers sometimes attend seminars and workshops. Furthermore, 25 percent of the selected teachers indicated that they never attend seminars or workshops. This shows that very few teachers have opportunity to attend seminars and workshops.

Teacher welfare encompasses various services; facilities together with benefits availed by an employer to their teachers aimed at enriching the teachers' well-being hence ensuring they are contented or satisfied (Zalwango, 2014). In the past

the teacher welfare programs were availed with an aim of minimizing time off and work absenteeism as a result of illness. Nevertheless, these programs have currently gone beyond absenteeism to an extent of including almost every aspect that relates to teacher wellbeing not forgetting personal development in work station (Bharathi & Padmaja, 2018).

Logically, institutions provide these welfare schemes to ensure efficiency, healthy, loyalty and teacher satisfaction in the organization. Through this institutions are able to ensure good working conditions for teachers hence increasing their living standards (Naluwemba, Sekiwu & Okwenje, 2016). The approach implemented by the institution towards ensuring welfare program is a greater determinant of the success level of the program. Welfare programs in institutions should be guided by certain policies. Through welfare programs an institution is able to create a good image as a caring employer thereby gaining public trust. This assists in the recruiting process therefore ensuring work commitment and teacher retention (Keitany, 2014).

## METHODOLOGY

The paper used econometric model from the published data. Preliminary tests were conducted

for stationarity, multicollinearity and causality in order to identify the nature of the variables before put them in various models for practical analysis. The Researcher specified the economic growth function in Rwanda. Generally, the impact of education as a component of human capital development on economic growth is incorporated according to the Mankiw, Romer and Weil (1992), framework and is given below as:

$$Y = CK^\alpha H^\beta L(1 - \alpha - \beta) \dots \dots \dots \text{Equation-(1)}$$

Where;  $\alpha$  = the elasticity of production relative to capital,  $\beta$  = human capital,  $1 - \alpha - \beta$  = labour,  $Y$  = output,  $C$  = the level of technology or total factor productivity,  $K$  = physical capital,  $H$  = human capital and  $L$  = labour

In order to avoid multicollinearity between capital and labour the study standardized the output and capital stock by labour units which also impose the restriction that the scale elasticity of the production factors is equal to unity. In per-worker terms, it results as follows:

$$Yck^\alpha h^\beta L \dots \dots \dots \text{Equation-(2)}$$

Where  $y = Y / L$  and  $k = K / L$  are output and physical capital in intensive terms and  $h = H / L$  stands for average human capital. Taking log on both sides the production function is estimated as follows:

$$\ln y = \ln C + \alpha \ln k_t + \beta \ln h_t + \mu_t \dots \dots \dots \text{Equation-(3)}$$

As per the analysis equation (3) seemed more suitable for estimation. However, some problems may arise since most macroeconomic time-series contain unit roots and that regression of one-stationary series on another is likely to yield spurious results.

In order to estimate the human capital augmented production function, the error-correction model may be written as follows:

$$\begin{aligned} \Delta \ln y_t &= y_1 \Delta \ln k_t + y_2 \Delta \ln h_t \\ &- y_3 (\ln y_{t-1} - \alpha \ln k_{t-1} - \beta \ln h_{t-1} - \ln C + \mu_t) \dots \dots \dots \text{Equation-(4)} \end{aligned}$$

Since we do not have information on  $\alpha$  and  $\beta$ , the equation can be transformed as follows:

$$\begin{aligned} \Delta \ln y_t &= \ln C + y_1 \Delta \ln k_t + y_2 \Delta \ln h_t - y_3 \ln y_{t-1} \\ &- y_4 \ln k_{t-1} - y_5 \ln h_{t-1} + \mu_t) \dots \dots \dots \text{Equation-(5)} \end{aligned}$$

Estimates of the parameter 3  $y$  can be used to calculate the required elasticities  $\alpha$  and  $\beta$ . The coefficient 3  $y$  contains additional information because it can be interpreted as a measure of the speed of adjustment in which the system moves towards its equilibrium on the average. Once the overall model has been found satisfactory, equation (3) is reformulated in order to incorporate an error-correction term. This "two-step" procedure, in which the error-correction term  $EC_{t-1}$  is derived from the lagged residuals  $t u$  of the level's regression in equation (2) and can be used to estimate the following model:

$$\begin{aligned} \Delta \ln y_t &= \ln C + y_1 \Delta \ln k_t + y_2 \Delta \ln h_t \\ &+ y_3 EC_{t-1} + \mu_t) \dots \dots \dots \text{Equation-(6)} \end{aligned}$$

Where  $EC_{t-1} = \ln y_{t-1} - \alpha \ln k_t - \beta \ln h_t - \ln C + \mu_t$

**Note:** Equation 5 and 6 should in principle produce similar results as one equation has been obtained from the other.

The data used in this paper was obtained from the National Institute of Statistics of Rwanda and the National Bank of Rwanda published reports for the period 1999 to 2019. In the model,  $Y$  was used as a proxy for real Gross Domestic Product (GDP) while  $K$  was taken as the proxy for capital stock. Human capital stock is represented by  $H$  and  $L$  is a proxy for labour. The study analysis, used real GDP as a proxy for output. The gross domestic product (GDP) or gross domestic income (GDI) is one of the measures of national income and output for a given country's economy. GDP is defined as the total market value

of all final goods and services produced within the country in a given period of time (usually a calendar year). It is also considered the sum of value added at every stage of production (the intermediate stages) of all final goods and services produced within a country in a given period of time, and it is given a money value. The most common approach in measuring and understanding GDP is the expenditure method:

$$\text{GDP} = \text{Consumption} + \text{Gross Investment} + \text{Government Spending} + (\text{Exports} - \text{Imports}).$$

## DISCUSSION OF EMPIRICAL RESULTS

### Test for stationarity

The time series property of stationarity was tested using the Augmented Dickey Fuller unit root test. The test was conducted on each variable individually at three different lags of one (1), three (3), and five (5). It was found that the variables are stationary at level at various levels of significance. This is shown in table 3.

**Table 3: Result of regression equations**

Independent variable	Equ (2) inyt	Equ (3) inyt	Equ (4) inyt	Equ (5) inyt
ct	-29.0961 (-3.642336)	-30.1001 (-1.922021)	-39.1273 (-2.040853)	-43.6041 (-2.923119)
kt	0.325076 (2.60586)**	0.113052 (0.039996)	0.313855 (2.45331)**	0.314523 (2.530391)**
fpit	0.339394 (2.093521)**	0.34192 (2.025287)**	-1.48021 (-0.468926)	0.385501 (2.322085)**
espt	0.182111 (2.387145)**	0.182407 (2.339987)**	0.183212 (2.368619)**	1.884384 (1.046565)
cort	-1.853739 (-4.209135)*	-1.91407 (-2.079056)**	-2.45531 (-2.165655)**	-2.72349 (-3.114282)**
incort inkt		-0.01256 (-0.075087)		
incort infpit			-0.10976 (-0.577227)	
incort inespt				-0.12242 (-1.148725)
R <sup>2</sup>	0.984009	0.984013	0.984228	0.984843
Adjusted R <sup>2</sup>	0.981451	0.980682	0.980942	0.981685
Durbin Watson Statistic	1.6924	1.699475	1.73227	1.72203
Note: (*), (**) and (***) indicates 1%, 5% and 10% significance level respectively and t-statistic in parenthesis under their respective coefficients. Computed by researcher				

Specifically, the regression model suggests that with the introduction of an interaction term between foreign private investment per worker and corruption per worker; the presence of corruption per worker brings about a negative response of economic output per worker to the effect of foreign private investment per worker over time. Thus, implying corruption per worker reduces the effect of foreign private investment per worker on

economic output per worker drastically; where a unit rise in corruption per worker increases the negative impact of foreign private investment per worker on economic output per worker by about 10.9%. The independent variables explain about 98.42% of the variation in the dependent variable in the regression equation. The regression model is statistically significant at both conventional and higher levels of significance with an F-statistic of

299.5414. The Durbin- Watson statistic of 1.73227 connotes the absence of autocorrelation among the variables at 5% significance level.

As a result of the variables being stationary the co-integration test is not deemed necessary. This is

because the essence of co-integration test is to find out if there is a long term relationship between variables that are stationary at different levels of integration. (Gujarati & Porter 2009).

**Table 4: Estimation of long run model of Production Function for Rwanda (Human Capital affecting the Technology Parameter)**

Dependent Variable: Percentage change of GDP/ Worker

Method: Least Squares

Date: 10/06/20 Time: 16:07

Sample: 1999 2019

Included observations: 21

Variable	Coefficient	Std. Error	t-Statistic	Prob.
Constant (C)	-0.080560	0.029298	2.749626	0.0087
Percentage Change of Capital/Worker	1.855398	0.042580	43.57395	0.0000
Percentage Change of Schooling/Worker	-1.179634	0.066291		
In GDP/Worker (-1)	0.569882	0.026628	33.115816	0.0000
In capital/worker (-1)	0.257194	0.036629	22.785466	0.0000
In Average Schooling	0.486486	0.121038	10.856669	0.0000
Ratio of Imports/ Gross Domestic Investment	0.52108	0.021170	7.115816	0.8653
Long-run Elasticity of Capital	0.736			
R-squared	0.149533	Mean dependent var		1.969430
Adjusted R-squared	0.129754	S.D. dependent var		0.069417
S.E. of regression	0.064757	Akaike info criterion		-2.592933
Sum squared resid	0.180317	Schwarz criterion		-2.512637
Log likelihood	60.34099	Hannan-Quinn criter.		-2.562999
F-statistic	7.560441	Durbin-Watson stat		0.712294
Prob(F-statistic)	0.008691			

The production function in the long run is represented by equation (5) and equation (6) shows the short-term dynamics of growth per labour unit. The estimated equation is accepted on statistical and economic grounds. It is noticed that the estimated production elasticity of physical capital in the long-run equation is now larger than its factor shares (as estimated in the human capital augmented production function) reflecting its correlation with human capital. An estimation of equation (3) is made by regressing log of income on log of total factor productivity and physical capital. This methodology has provided estimates of the

magnitudes of  $\alpha$  and  $(1-\alpha)$  where the factors appear to have a positive and significant impact on the growth of output per worker. In Table 4, the estimated production elasticity of physical capital in the long-run equation that is equation (5) is 0.547.

#### Analyses of Impulse Response Function under Var Model

Impulse response analysis in time series analysis is important in determining the effects of shocks on the variables of the system. Simply put, an Impulse Response Function (IRF) shows how changes in one variable at the beginning affect another variable through time. An impulse response function also



investigates the response of a variable to shocks from itself and other variables in the VAR model. Of paramount importance in the analysis of IRF, is how variables respond to innovations or shocks in other variables and shocks from itself within the same VAR model. Thus, we set to investigate the relationship between economic output per worker and corruption per worker respectively by investigating the responses of these various time series variables to shocks from each other and also themselves. Looking at the IRF above corruption per worker responds negatively to innovations and

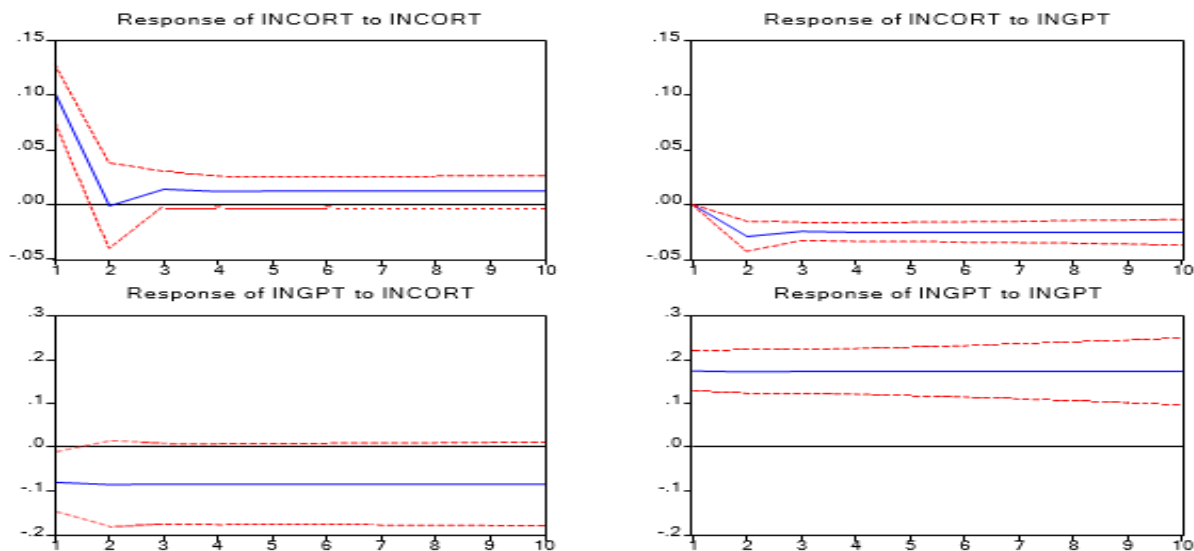
shocks in total economic output per worker overall. In the first period there is no response, but as it moves to the second period it responds sharply, and becomes fairly constant till the end. This shows that teachers' welfare responds negatively to quality of education in Rwanda.

### Causality Test

The aim is to investigate whether there exists a causal relationship between corruption per worker and economic output per worker and if there exists such relationship, is it a unidirectional or bilateral causality and also what is the direction of causality?

**Table 5: VAR lag order selection criteria**

Lag	LogL	LR	FPE	AIC	SC	HQ
0	-	NA	0.030961	2.200641	2.298151	2.227687
1	25.50802 32.10508	101.3991*	0.000426*	- 2.088407*	-1.795876*	- 2.007271*
2	35.79635	5.906026	0.000440	-2.063708	-1.576158	-1.928482
3	39.48858	5.316811	0.000460	-2.039086	-1.356516	-1.849770
4	42.35871	3.673763	0.000522	-1.948696	-1.071106	-1.705290
5	45.54735	3.571285	0.000593	-1.883788	-0.811177	-1.586292



**Figure 8: Response to Cholesky One S.D. Innovation  $\pm$  2 S.E**

**Table 6: Correlations of teacher monthly earnings differential and structural factors**

	Monthly earnings differential	Hourly earnings differential
GDP per capita	0.1319 (0.5793)	-0.0031 (0.9900)
% wage workers in the labor force	0.692 (0.0007)	0.3782 (0.1001)
% of women in other wage jobs	-0.6318 (0.0028)	-0.2722 (0.6019)
Female labor participation rate	0.2549 (0.2782)	0.1888 (0.7202)
Rate of teacher unionization	0.3666 (0.4747)	-0.1097 (0.6453)
Teacher/labor force ratio	0.0487 (0.8383)	0.1999 (0.4118)
Average annual change in teacher/labor force ratio	0.1590 (0.5032)	0.1432 (0.5585)

Thus, we see no evidence that teacher wage differentials are more pronounced in richer economies, more formal economies, economies with more women in the labor force, or even with teacher unionization. The lack of association between teacher unionization and teacher wage differentials is consistent with evidence from the United States (Frandsen 2016; Paglayan, 2019).

### CONCLUSIONS AND RECOMMENDATIONS

This study has revealed new insights into teacher welfare management research in several ways. The study has contributed to a deeper understanding of the relationship between working conditions, fringe benefits, and teacher performance in the East Africa education sector. Again, the current study extends the conceptual work and laboratory studies on teacher welfare management by examining the effect of working conditions and fringe benefits on teacher performance. Although majority of previous studies have identified salary as a major contributor of teacher performance, this study considered working condition and fringe benefits as key determinants of teacher performance.

For the case of Kenya the study concluded that KNUT was highly involved in enhancing issues concerning the welfare of teachers. A large proportion of the teachers agreed that KNUT had largely succeeded in securing welfare benefits for

teachers such as increased pay, better working conditions, increased allowances, promotions and running motivational programmes which are largely achieved through collective bargaining. The study recommends for further diversification of motivational programs to continue promoting the welfare benefits of teachers in Kenya.

In Rwanda despite the Rwandan Government's efforts to improve the living conditions of teachers like the establishment of the healthcare scheme (RAMA), the Cooperative Savings and Credit "Umwalimu SACCO", the Teacher service Commission and the payment of bonus to most performing teachers, 20% of respondents noted that the government has neglected the education sector since it does not increase teacher's salaries on the pretext that their big number requirements go beyond the possibility of the national budget allocation. As a matter of fact, because of the little salary they earn, some teachers cannot afford to pay a 50 kg sack of rice. In regard to these findings, it would be fitting to conclude that the socioeconomic conditions of teachers are not decent and the Government of Rwanda ought to make efforts to render the teachers' career more attractive in this country where education is most needed. Trade unions should play an advocacy role to concerned institutions so as to improve the

socioeconomic conditions of teachers and enable them feel decent workers and equal contributors to their country's development.

In Uganda the findings revealed limited existence of welfare provision like teaching facilities, health and safety facilities, interpersonal relation and salary. The findings also show that the provision of welfare was poorly managed and therefore welfare provisions had contributed less to organizational commitment. The study therefore recommends a significant increase in teachers' pay and a critical review of the management of teachers' welfare to be in line with human resource practices. Administrators need to practice transparency, fairness and consistency in welfare administration. Administrators should also be trained and sensitized about the value of welfare and also be made aware that pay motivates teachers to perform at their best.

In Tanzania, it has been established that low salary has affected teaching professional by decreasing the status of teachers. Teacher's status has dropped and some of teachers have engaged in other business and professions which provide high salary. This leads to the shortage of teachers in public secondary schools and affects student's learning. Large classes which teachers are forced to teach is a result of shortages of teachers. Some teachers fail to cover the syllabus because of spending much time in making follow up of their payments and participating in teachers' strike which affects students' learning because instructional plans are drastically reduced when a regularly assigned teacher is absent in classroom. Also, this study demonstrated that some teachers established private instruction centers to maintain their economic stability rather than teaching effectively in the classrooms hence affecting students' learning negatively especially those who cannot afford to pay the tuition fee for private instructions.

In Burundi, In relation to comparator countries in Sub-Saharan Africa, as of 2016, Burundi's GRE stands higher than the estimated countries' average of 98 percent. Access tends to be lower in rural

areas with higher poverty incidence. Household poverty and the low education levels heads of households are compounded by distance to schools in rural areas. These constitute the main factors hampering access to basic education. There is almost parity between girls and boys in the first years of primary education. Burundi is among the countries with higher grade repetition rates. Repetition rates are high in grades 1 and 2 — respectively 28 and 29 percent — and decrease slightly in grades 3 and 4. On average, comparator countries have a 10 percent repetition rate. Dropout rates are also high, especially in the first two grades of primary education. They are around 10-15 percent and the completion rate is also very low. Of 100 students starting primary education, only 12 will reach grade 6 without repetition. Notwithstanding, Burundi over performed according to 2014 PASEC results. However, the impressive results are due to several factors, such as the language of instruction and the long-standing education curriculum. More recent comparative studies regarding learning outcomes are not available. Likewise, there is no evaluation regarding the impact of the 2015 events and the subsequent sector underfunding aggravated by the growing school population.

In South Sudan, teaching is deemed to be one of the least paid jobs in South Sudan, and figures support this. Due to inconsistent and unpredictable inflation, salaries have become unstable. Despite the economic situation, the government has not adjusted teacher's salaries, with the Education sector allocated just six per cent of the national budget in 2019/2020, a decrease of 4 per cent from the previous year

It can be concluded that school welfare provision will positively influence teacher performance if teachers are reciprocally committed to work while at the same time administrators meet teachers varied needs. This argument is in support of Vroom's Expectancy Theory as the theoretical lens for the study. The theory emphasizes that people join organizations with expectations about

fulfillment of their needs and motivations. In the process, they also have to satisfy the organization's goals (Lunenborg, 2011). The needs and motivations represent people's social welfare (Greenberg, 2011). As a result, fulfillment of people's needs and motivations (instrumentality) influences their performance (valence) as they exert effort (Hellriegel and Slocum, 2011; McShane and Von Glinow, 2011). Borrowing from the philosophy of the Expectancy theory; they recommend that:

- School administrators and policy makers should set up a minimum social welfare package for teachers. It should consist of a set of welfare programmes that satisfy teachers' varied needs as well as providing the capacity to fulfill school goals. This welfare package should be implemented with the aim of arousing teacher behaviours that promote commitment to work and personal advancement. For example, they can implement the minimum welfare package with the mandatory conviction that the beneficiary teacher is one prepared to work hard, and devise ways, to increase performance.
- The teaching profession provides useful avenues to enable teachers to meet their welfare needs and motivation with minimum hardship. There should be a process where teachers' needs and motivation intrinsically and

extrinsically influence their behaviours to always look to high performance and positive change experiences in the schools. Through professional training and development programmes in the form of workshops, seminars and retreats, administrators can motivate teachers into high performers, creative and innovative workers.

- School administrators always reward teacher performance in order to optimize teachers' commitment, creativity and achievement. This is because the value of the reward should be highly productive. This could be done either through financial remuneration or improvement in the terms and conditions of service.
- For further research, there is need to replicate the same study on all other education institutions because the issue of welfare improvement is universally demanded in organizational growth and development. Secondly, there is need to investigate the factors influencing school welfare provision because these factors account for the level of welfare access in schools.

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