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The interaction effect between teachers' welfare and human capital on Performance of Government Aided Primary Schools in Isingiro district, Uganda.

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Abstract

Purpose: This research aimed at establishing the effect of interaction between teachers' welfare and human capital on performance of government aided primary schools in Isingiro district, Uganda.

Methodology: A cross sectional research design and post-positivist paradigm were used to collect data from 118 government aided primary schools in Isingiro district, Uganda where 475 respondents participated in the study. The study used closed-ended questionnaires, interview guide and checklists. The schools to be included were selected using simple random sampling and were considered as unit of analysis while the respondents who included District officials, head teachers, teachers and school management committee members formed the unit of enquiry, these were selected purposively based on the knowledge they had on the subject matter. Each school selected, provided the information from the respondents who in this case were the head teacher, two teachers and a chairperson of school management committee member. The research was guided by the null hypothesis, Ho1: An interaction of teachers' welfare and human capital has no significant effect on performance of government aided primary schools in Isingiro district, Uganda.

Findings: The findings of the study revealed that, there is very significant effect between interacting teachers' welfare and human capital on performance of government aided primary schools (t-value = 11.940, Sig. = .000) thus rejecting the null hypothesis (Ho1). The results signify that since R- Square = 0.288, this means that interacting/ combining both variables of teachers' welfare and human capital in the model, will contribute 28.8% of good performance of performance of government aided primary schools in Isingiro district, Uganda.

Recommendations: The study recommend the government through the Ministry of Education & Sports to impose the training, provide workshops and give minimum-wage law for government aided primary school teachers. This would possibly caters for teachers' motivation when given some due care and attention. In addition, the Ministry of Education & Sports should create social benefits for government aided primary school teachers as a means to enhance their wellbeing and motivate them. Moreover, it is also recommended that government aided primary schools' teachers be given allowances such as rental, medical care and transport which could probably motivate them. Since human capital is important for the improvement of primary schools' performance, it is advisable that the government should provide free trainings and workshops to school teachers' so that they can gain skills and knowledge and possibly help them performance better at school.

Keywords: *Teachers' welfare, human capital, performance, government aided primary schools, Isingiro district, Uganda.*

Introduction

The Ugandan primary education system experienced major changes in 1997 when the government of Republic of Uganda adopted Universal Primary Education (UPE) which abolished all tuition fees and all parents and teacher association charges for primary education. The changes led to increased enrollment in primary schools pupils from 2.9 million in 1997 to more than 8 million in 2010 (Oonyu,2012). The government responded to the increased demand in education by undertaking several reforms and policies which included; building and renovation of schools, procurement of instructional materials, and training, hiring and retaining teachers, fighting against pupil absenteeism, curriculum reform and decentralization of primary education (Ministry of education and sports, 2013). The national pupil teacher ratio and pupil classroom ratio was also revised downwards. In Isingiro district, by 2010; pupil teacher ratio was about 53%. Government funding for primary education sector since 1997 has stood at between 65% and 68% per year of the total education budget (Oonyu, 2012).

Primary School education in Uganda was introduced by missionaries in 1877 and was modeled along the British system of education because Uganda was a British protectorate from 1894 until 1962 when she attained her independence. During that time, teachers were held in high esteem and their welfare included; housing, medical care, meals, basic allowances, and the school facilities or environment were largely conducive for teachers to perform their duties as educators. The period of President Idi Amin regime (1971-1979), however, affected teacher's welfare among other sectors in the country. This period was characterized by insecurity, breakdown of economic activities, brain drain, and a decline of social services leading to poor schools performance. The real value of salaries and wages collapsed by 90% in less than a decade. Parents had to step in and this led to the formation of Parents and Teacher Associations (PTA) which introduced charges that helped to reduce the financial burden of the school's budget (Aguti, 1996; Okuda, 2014).

When the government of Republic of Uganda introduced of Universal Primary Education in 1997, the PTA charges were abolished in public primary schools in rural areas and the issues of teacher welfare were undertaken by government (Oonyu, 2012).Abolishing PTA charges was politically popular and it helped attract enrollment but it did not emphasize teachers' welfare yet teachers are a key determinant in quality education. Teachers were not happy with their welfare status and are always threatening by taking industrial action over low pay and poor working conditions (Kagolo, 2013, Kaaya, mulidwa & Kimbowa, 2013, Kagolo, 2015). Yahiaoui, Anser and Lahouel, (2015) posit that employee welfare contributes towards organizational performance. Teacher motivation is very important since it improves the skills and Knowledge of teachers seeing as it directly influences the student's achievement (Mustafa & Othman, 2010).

Organization performance was being undertaken a long time before the world wide movement of New Public Management. However, with the emergency of New Public Management, performance became more pronounced. The reason being that, there was demand for transparency, appropriate managerial methods of controlling and managing administrations in order to have efficiency and effectiveness (value for money) in the public sector. Performance appraisal systems have kept changing over the last 50 years from emphasis on the employee through focus on the job and a recent return to the employee. Earlier, employee performance was concerned with simply ranking and comparing individual employees but due to continuous weakness of such a system, researchers made a transition to job related performance assessment leading to development of

sophisticated models for understanding employee and Organisation performance appraisal (Prasad, 2010; Damaris, Elegwa & Kwasira, 2016).

Performance is the degree to which an employee and organizational goals are met (Feng, 2010). It comprises both behavior and outcomes (Armstrong, 2003; Feng, 2010). Behavior comes from the worker who transforms performance from abstraction into action leading to a product or an outcome (Kalyani, 2006). Feng (2010) opines that performance can be viewed from three different angles, that is, results oriented performance, conduct oriented performance and the integration of conduct and result oriented performance. Employee welfare can also 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).

Katarasibwa (2005) echoes Ekatan, Isingoma, Nanziri and Nabwiso (1995) by looking at teachers and general school performance as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfill school objectives. This general performance must be geared towards promoting the process of teaching and learning for the benefit of the pupils. In this study school performance is conceptualized as the extent to which the school objectives are achieved through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners discipline, involvement in co-curricular activities, counseling and guidance.

"Human capital" is defined as knowledge, skills, attitudes, aptitudes, and other acquired traits contributing to production (Goode (1959). In Economics, the term human capital is used to define increase in productivity levels and human capacities due to education and health. In economists' view, human capital in industries and business organizations is mostly defined as input measured in terms of economic returns or profits they earned. On the other hand, human capital in education can be taken as both input and outcome defined against cumulative knowledge, skills and abilities overall education systems have generated through abundant education and training provisions. Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings.

A critical examination of the training policy indicates that it contains all the essential elements of training and development. According to Mohamud (2014) training policy shows that training and development falls under Human Resource Development (HRD) function which has been argued to be an important function of Human Resources Manual (HRM). Employees, managers and Human Resources (HR) should all collaborate to build a Continuous Professional Development (CPD) culture. It's an employee's responsibility to seek new learning opportunities. It's a manager's responsibility to coach their teams and identify employee development needs. And it's Human Resource (HR) responsibility to facilitate any staff development activities and processes (Antoniou, 2010). According to Quality Educators' Project- UGANDA (2011), it is through the training programme to head teachers and the teachers in the schools that will develop the skills

they need to create more holistic and meaningful performance planning, monitoring and evaluation at the school level.

Therefore, teachers' welfare and human capital in this study focused on the wellbeing of teachers by providing accommodation, meals, medical care, basic allowances and the school facilities or environment, and making the teacher more productive. It can be noted that from a theoretical perspective, the theories greatly contributes to understanding and shaping of the linkage between teachers' welfare, human capital and performance of government aided primary schools, Isingiro district in Uganda.

Literature Review

Welfare services are provided in order to increase the productive efficiency of the employees by keeping their motivation levels high (Venkata & Lokanadha, 2015). In this study Fredrick Herzberg, (1959) Two Factor Theory guided the linkage between teachers' welfare and primary schools' performance. Fredrick Herzberg Two factor theory has been accepted as one of the theories of motivation in the field of management that can explain contemporary employee performance. This theory was advanced by Fredrick Herzberg in 1959 to explain employee work motivation.

Herzberg states that there are certain factors in the work place that can cause job satisfaction while others cause dissatisfaction. Herzberg divided the factors into motivating and hygiene factors. The motivating factors are strong contributors of job satisfaction and include things like challenging work, recognition and responsibility (Nairuba, 2011; Bhatnagar, 2014; Linda & Hannah, 2015). However, the hygiene factors are not strong contributors of job satisfaction but must be present to meet employee expectations and prevent job dissatisfaction. Hygiene factors include; provision of employee accommodation, break tea, lunch, medical care, compensation and good working environment to ensure that an employee is not dissatisfied and ultimately promote effective employee performance (Namuddu, 2010; Bhatnagar, 2014). Although the Herzberg two factor theory has been criticized severely for being methodologically bound, fraught with procedural deficiencies and for not being consistent with previous evidence concerned with satisfaction and motivation (Vroom, 1966; Bhatnagar, 2014), it is still applicable to this study because of its relevance to education stakeholders in identifying factors that may motivate teachers in government aided primary schools in Isingiro district, Uganda.

Teachers are the key in achieving all of the Education 2030 agenda .As teachers are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well-resourced, efficient and effectively governed systems. (UNESCO et al., 2015). Moreover, Education 2030, articulates that 'teachers and educators, and their organizations, are crucial partners in their own right and should be engaged at all stages of policy-making, planning, implementation and monitoring' (UNESCO et al., 2015). The international task force on teachers for education for all (EFA) (2015) suggests that one of the main reasons that "teachers and teaching should be at the top of policy-makers' concerns" is because "teachers are one of the largest components of a nation's labour force, the principal human resource in any education system, and the largest single financial component of any education authority's budget..." Indeed, based on my analysis of World Bank education sector strategy documents (World Bank, 1995, 1999, and 2011), I found a strong emphasis on teachers as human capital i.e. the belief that the role of workers

in production is similar to the role of machinery and other forces of production (Johnson, 2000; Becker, 1993) or as a human resource input that is required for the process of producing student learning outcomes (Ginsburg, 2012).

In addition to teachers as a human resource input, is the idea of teachers as employees. That is, to insert this human resource into the education system, teachers have to be hired (and perhaps fired), generally be paid some salary, receive some fringe benefits, be provided with conditions of work. The employee category also includes attention to the possibility of a career structure, standards of practice, as well as supervision and assessment of their work. In addition to base pay or basic salary, which may include retirement pension and social security provisions, other financial incentives forming part of teachers' reward packages, include allowances for particular responsibilities, family benefits, housing provision or subsidies, transport subsidies and financial contributions towards further training.

Despite this necessity of human capital measurement, traditional method of the human capital measurement includes a few limitations. To begin with, Wolf (2002) suggests that some of indicators can be actually considered as incomplete ones. To support his assertion, he exemplifies that a worker's wage, one of human capital indicators as proxies-hardly measures 'authentic human capital'. By the drawback of traditional human capital measurement, it is acceptable to measure the authentic human capital instead of utilizing proxies such as income and productivity. Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 1997)

In addition, it is difficult that human capital itself independently contributes to individual development and organization growth. According to Ashton & Green (1996), it is necessary that the link between human capital, welfare and organization performance should be considered within a social and political context to precisely measure the human capital. Furthermore, many empirical literatures present that financial, human and social capital positively influence 'something like individual health and work input' (Blakey, Lochner, & Kawachi, 2002; Veenstra, 2001; Veenstra et al., 2005; Wilson et al., 2004).

Consequently, the purpose of this objective was to find out how the combined factors human capital and teachers' welfare have a significant influence on the performance of government aided primary schools in Isingiro district, Uganda. The researchers therefore carried out this study to establish the relationship between teachers' welfare, human capital and the performance of government aided primary school in Isingiro district, Uganda.

Research Methodology

The study employed cross-sectional research design. Isingiro district has a total number of 173 government aided primary schools according District Education Officer and a sample of 118 schools was selected basing on Krejcie & Morgan (1970) table for determining sample size and 475 respondents participated in the study.

The selected schools were categorized according to the zones in the district by stratification. In this study, the schools to be included were selected using simple random sampling and were considered as unit of analysis while the respondents who included district officials, head teachers, teachers and school management committee members formed the unit of enquiry, these were selected purposively based on the knowledge they had on the subject matter. Each school selected, provided the information from the respondents who in this case were the head teacher, two (2) teachers and a chairperson of school management committee member.

In this study, the main data collection instruments were structured questionnaires that were close ended in design, structured interview guide and observation checklists. Secondary data were collected from journals, government reports, published and unpublished theses and internet. The researcher employed both quantitative and qualitative data analysis for purposes of methodological triangulation in order to enhance the validity and reliability of the study findings (Amin, 2005). Data collected from the field were examined for its accuracy and completeness of information given. It was cleaned, sorted out and entered into excel computer software and exported to SPSS version 26, explored and analyzed (Field, A. (2009). The analysis relied on both descriptive and inferential statistics. Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to generate reports for discussion. Hierarchical regression and general regression analysis were used to determine the relationships between the variables.

Qualitative data analysis was done through thematic (content) analysis as was recorded during face to face interview and through observation. The researcher used a quick impressionist summary in analyzing qualitative data; he summarized key findings by noting down the frequent responses of the respondents during the interview on various themes concerning the relationship between housing, meals, medical care, basic allowances, school environment and performance of government aided primary school in Isingiro district were noted in form of notes.

Measurement of Study Variables

The independent variables –Teachers’ welfare were measured in form of provision of houses to teachers, meals at school, medical care, basic allowances and the school facilities (environment) in which the teachers perform their duties as educators, while human capital and the dependent variable were measured using a five point Likert scale with assigned values in the following format; 5 - Strongly Agree; 4 - Agree; 3 -Not Sure/Neutral; 2- Disagree and 1 - Strongly Disagree. According to Bill (2011), the Likert scale was able to measure perception, attitudes, values and behaviors of individuals towards a given phenomenon. The data was then aggregated; mean values and standard deviations were computed for interpretation.

Results

Demographic Characteristics

Table 1: Demographic Results

Demographic Variables	Number (%)
Gender	
Male	282(59.4)
Female	193(40.6)

Age Bracket (Years)	
20- 29	76(16.0)
30- 39	203(42.7)
40- 49	111(23.4)
50 and above	85(17.9)
Experience (years)	
< 1	27(5.7)
1 – 4	110(23.2)
5 – 9	135 (28.4)
10 -14	120(25.3)
15 and above	83(17.5)
Marital status	
Married	425(89.5)
Single	29(6.1)
Divorced	08(1.7)
Widowed	12(2.5)
Others	01(0.2)
Level of Education	
Primary	22(4.6)
Secondary	42(8.8)
Grade III/ Equivalent	307(64.6)
Diploma in Education	10(2.1)
Bachelors	85(17.9)
Post-graduate	9(1.9)
Work status	
Teachers	236(49.7)
Head teacher	118(24.8)
SMC members	118(24.8)
DEO	1(0.2)
DIS	1(0.2)
DES	1(0.2)

Source: Field data (2022)

The findings in table 1 revealed that majority of the respondents were males 282(59.4%). The female respondents stood at 193(40.6%) implying that both gender were fairly represented. The work status of the respondents was also ascertained and results indicated in table 1. The head teachers represented 118(24.8%), teacher constituted 236(49.7 %) while members of the school management committees were 118(24.8%). The findings revealed that head teachers, teachers and school management committee members were well represented in the study. The age groups of the respondents were analyzed and findings presented in table 1. The majority of the respondents 203(42.7%) were aged 30 -39 years, followed by 111(23.4%) and 85 (17.9 %) who were between

40-49 years and 50 years and above respectively. 27(5.7%) of the respondents had their ages in 20-29 years bracket. This implied that, majority of the respondents (66.1%) were aged 40 years and below. These were believed to be more productive labour force that would work hard to bring good performance in government aided primary schools in Isingiro district, Uganda.

The marital status of the respondents was analyzed and findings presented in table 1. In this study, majority of the respondents were married 425(89.5%) followed by those who were single 29 (6.1%). The number of those who were divorced stood at 08(1.7%) while the widowed were 12(2.5%) and unspecified marriage status was at 1 (0.2 %). The number of years that the respondents had spent in their current schools was also analyzed. The findings are presented in table 1 .The majority of the respondents 135(28.4%) had been in their current schools for 5-9 years, followed by 120(25.3%) and 110 (23.2 %) who had been in their current schools for between 10 - 14 years and 1- 4 years respectively. 83(17.5%) of the respondents had been in their current schools for 15 and more years while only 27(5.7%) had been there for less than a year. This implied that 94.3% of the respondents had been in their current schools for more than a year; a period the researcher believes was long enough for the respondents to tell whether the various teachers' welfare and human capital constructs under study were being offered in the schools and how such schools were performing.

The education status of the respondents was analyzed and findings presented in table 1. The majority of the respondents 307(64.6%) had grade III/ equivalent certificates, followed by 85(17.9%) and 42(8.8 %) who had bachelor's degrees and secondary education respectively. 22(4.6%) of the respondents had primary education, 10(2.1%) had diploma in primary education while only 9(1.9%) had post graduate in education. In addition, out of 307 teachers who participated in the study, 195 (63.5%) had attained grade III certificate as the highest level of qualification. This implied that 78.1% of the respondents had grade III certificates and below; this means that level of education for teachers in government aided primary schools in Isingiro district; Uganda was still low since majority of teachers had not got higher qualifications beyond diploma.

Table 2: Hierarchical regression model (Model summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.546	0.298	0.296	0.25931	0.298	149.389	1	352	0.000
2	.568	0.322	0.318	0.25515	0.024	12.569	1	351	0.000

a. Predictors: (Constant), Welfare

b. Predictors: (Constant), Welfare , Human capital

Using hierarchical multiple regression analysis, the predictive power of each variable was established. Results from Table 2 above, the comparative importance of each predictor was judged on the basis of how much it adds to the prediction of a criterion variable. To begin with, the results in model one (1) indicate that teachers' welfare significantly predicts performance of government aided primary school. The results in Table 2, indicate that teachers' welfare explains 29.8% (R

Square change=.298) of the variations in performance of government aided primary schools in Isingiro district, Uganda. Similarly, results in Model 2 indicate that the introduction of human capital in the regression, significantly affected the results in model indicating that, human capital explains 2.4% (R Square change =.024) of the changes in performance of government aided primary schools in Isingiro district, Uganda.

This also implies that of the two variables (teachers' welfare & human capital), welfare explains much of the variations, followed by human capital. Finally the two variables explain an overall of 31.8% (Adjusted R Square=.318) of the variations in performance of government aided primary schools in Isingiro district, Uganda. This also implies that the remaining 68.2% is explained by other variables not considered in this study.

Table 3: Regression analysis of study variables (Interaction effect) of teachers' welfare and human capital

Model		Unstandardized		Standardized		
		Coefficients		Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.933	0.065		29.923	0.000
	Interaction (Human capital)	0.116	0.010	0.537	11.940	0.000
R	.537					
R Square	0.288					
Adjusted R Square	0.286					
F-value	142.557					
Sig.	.000					
N	118					

Dependent Variable: Performance of government aided primary schools

Source: Field data (2022)

The results in Table 3 above indicate that, there is very significant effect between interacting teachers' welfare and human capital on performance of government aided primary schools in Isingiro district, Uganda (t-value = 11.940, Sig. = .000) thus rejecting the null hypothesis (*H₀₁*). The results signify that since R- Square = 0.288, this means that interacting both variables of teachers' welfare and human capital in the model, will contribute 28.8% of good performance of government aided primary schools in Isingiro district, Uganda.

Discussion

This section focuses on the discussion of the research findings in relation to the hypothesis that was stated. In this study, the researcher was to find out the effect of interaction of teachers' welfare and human capital on performance of government aided primary schools in Isingiro district, Uganda. This was guided by the null hypotheses; as stated below

H₀₁: A combined factor (interaction) of teachers' welfare and human capital has no significant effect on the performance of government aided primary schools in Isingiro district, Uganda.

Table 2 shows that the results in regression Model 2 reveals that, introducing the variable human capital significantly affect the results in the model, indicating that human capital explains 2.4%

(R Square change =.024) of the changes in performance of government aided primary schools in Isingiro district, Uganda. This also implies that of the two variables (teachers' welfare & human capital), welfare explains much of the variations, followed by human capital. In this case the two variables explain an overall of 31.8% (Adjusted R Square=.318) of the variations in performance of government aided primary schools in Isingiro district.

The results in table 3 indicate that, there is very significant effect between interacting teachers' welfare and human capital on performance of government aided primary schools in Isingiro district, Uganda (t-value = 11.940, Sig. = .000) thus rejecting the null hypothesis (H_0). The results signify that since R- Square = 0.288, this means that interaction effect of the variables of teachers' welfare and human capital in the model, will contribute 28.8% of good performance of government aided primary schools in Isingiro district, Uganda.

The results in table 2 indicate that there is a positive significant relationship of interaction between teachers' welfare, human capital and performance of GAPs at 99% level of confidence ($r=.568$, $p<.01$), thus rejecting the null hypothesis (H_0). The results signify that the interaction of teachers' welfare and human capital is highly associated with good performance of government aided primary schools in Isingiro district, Uganda. In this study, the results show that teachers' welfare constructs had positive significant relationship with government aided school performance. These results were discussed as follows:

Housing teachers was found to have a positive significant relationship with performance of government aided primary schools' in Isingiro district, Uganda ($r=.441$, $p<.01$)

Findings revealed that housing the teachers had a positive significant relationship on government aided primary schools' performance in in Isingiro district, Uganda. The finding are consistent with previous studies done by Akinmoladun and Oluwoye, (2007), who argued that universally, housing is the second most important human need after food and it is more than shelter as it provides investment opportunities, offers shelter and improves on an employees' social and cultural status. The quantitative results were integrated with qualitative findings as follows; The district official DO3 observed that, *"You cannot expect a teacher who has been walking a very long distance to be very effective in his or her work. Definitely lack of enough teachers' houses in this district has contributed to poor teacher performance in terms of late coming, absenteeism, discipline management and ultimately poor results at national level."*

The revelation is in tune with findings by Krishna & Aquina, (2004) and Tweheyo, (2008) who posit that housing teacher was 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 and it also enhances a teachers' status. Unfortunately, schools in Isingiro districts did not have enough teachers' houses and do not rent houses for their teachers. This may account for late coming of teachers in government aided primary schools in Isingiro district, Uganda. The district official DO1 said, *"This district is constrained with teachers' housing. We are a rural district that is also poor and mainly depending on funds from the government; parents cannot afford to rent houses for teachers who come from far. The schools are also located in hard to reach areas especially in the eastern part of the district. Therefore housing teachers has an effect on the performance of their duties and this may affect schools' performance in the district."*

Findings in this study corroborate with UN-HABITANT Report (2015) whose studies have revealed that housing was still beyond the reach of most members of the teaching profession and many families did not afford basic and decent formal housing. The findings are also in tandem with findings by Lyimo (2014) in a study on teachers' payments in secondary schools in Moshi in Tanzania which established that there was lack of adequate teacher housing which had forced many of them to stay away from school in rented houses and they were dissipating their energies on second jobs and moonlighting. Findings in the study corroborate with Kadzamura (2006) who studied teacher motivation and incentives in Malawi where he discovered inadequate housing for both primary and secondary school teachers within commuting distance from most schools. The findings are in line with Mulkeen (2005) who posit that there is a strong relationship between housing in an area and presence of teachers and their retention. This is in tune with the district official DO2 who said, "*Housing has a bearing on schools' performance. When teachers stay in school or near the school, they will come early, leave late, and will be available to guide and counsel the pupils on discipline and academic work. The time they spend walking would be saved to make their lesson planning and do the scheming, mark pupils exercise books or even rest or be involved in co-curricular activities. It is a pity that this does not happen and the government is not planning for this cause.*"

The findings further indicated that where there are a few houses, and some teachers are interested in their work and this is one of the reasons most of them resist transfers to schools which are far away from their home villages. They prefer to work near their home villages so that they stay in their own houses and attend to their gardens and animals from which they earn extra income. The findings were found to be in tune with both local and international empirical studies related to the effect of housing on teachers' in government aided primary schools in Isingiro district. This housing status affects teachers' activities and in the long run affects the performance of government aided primary schools in Isingiro district, Uganda.

Provision of meals to teachers at school was found to have a positive significant relationship with performance of government aided primary schools' in Isingiro district , Uganda (r=.285, p< .01)

Findings from providing teachers with meals at school on the performance of government aided primary school in Isingiro district revealed that provision of meals had a positive significant relationship on the performance of government aided primary schools in Isingiro district. The findings are also buttressed by Gullid (2011) who has argued that there is a strong relationship between school feeding program and pupil access and retention in primary schools in Wajir district in Kenya. Majority of head teachers interviewed agreed that schools in Isingiro district did not have an official feeding policy for teachers. The district officials DO1 and DO2 were also in agreement with this view.

The official DO1 remarked that, "*There is no official policy in the district in regard to food support systems but this is something we may think about in the future. Some of our schools have some land on which teachers' food may be grown. Currently, some of this land is used by teachers to grow their crops for their families and not to be consumed at school. The land in some schools is used to grow food for the children and the teachers even when the schools have provided the teachers with some portions to grow their own private crops. As regards food rations, our teachers do not receive any food rations. School budgets do not cater for this type of arrangement.*" Lack of provision of meals to teachers at school contributes to absenteeism and ultimately poor school

performance. The status affects the performance of government aided primary schools in Isingiro district. This is due to the fact that teachers and other school workers who absolutely contribute to the performance of the school are highly affected by lack of meals.

Provision of medical care to teachers at school was found to have a positive significant relationship with performance of government aided primary schools' in Isingiro district, Uganda (r=.254, p<.01).

Findings from providing teachers with medical care revealed that, provision of medical care at school was found to have a positive significant relationship with performance of government aided primary schools in Isingiro district, Uganda. Results reveal that government aided primary schools in Isingiro district, Uganda do not employ school nurses and neither do they pay teachers' medical bills. The district official DO1 remarked that, "*Almost all schools don't provide medical care for teachers. But we have some with first aid boxes for the children but it is not well stocked. It only has some sanitary towels and panadol. Our teachers cater for their own treatment because we do not have a budget for teachers' medical care.*"

The findings are further supported by Businge and Nakajubi (2014) who posit that teachers' healthy is a critical factor in the provision of quality public primary education in developing countries. In addition, findings were supported by Rwabushaija (Newvision 2016 march 13, p.6) who argued that it was obligatory for an employer to ensure health, safety and welfare of the persons at the workplace. Employers must take measures to keep the workplace pollution free, by employing technical measures, and ensure that workers get the necessary medical treatment when they sustain injuries at the workplace. However government aided primary school in Isingiro district do not have budgets for first aid and medical care to cater for the teachers and the pupils. Providing medical care to teachers and the pupils can improve teachers' performance greatly as it would minimize absenteeism of both the girl child and the teachers. If government can improve medical care budgets, provide a nurse, first aid facilities and drugs for government aided primary schools, then teachers and pupils in Isingiro district would perform better.

The findings are further supported by Khan and Aleem (2015) who argued that Pakistan was facing many problems in providing health facilities which had affected job satisfaction levels and led to employee turnover. Given the status of teachers' medical care in government aided primary schools in Isingiro district, Uganda and their performance, it is possible to deduce that teachers are de-motivated and their job satisfaction levels are low. The findings are affirmed by Mulkeen, A. (2005) who posits that poor health is a common reason given by teachers for early transfer; as ill teachers request to be posted to urban centers to allow them access to medical services and that lack of medical facilities had made rural postings less attractive to teachers. This indicates that the status of teachers' medical care in Isingiro district was not satisfactory and this may not favor teachers' working morale in turn affect primary schools performance. This means that teachers' medical care has an effect on teachers' performance and this in turn affects performance of government aided primary schools' in Isingiro district, Uganda.

Basic allowances to teachers were found to have a positive significant relationship with performance of government aided primary schools' in Isingiro district, Uganda (r=.421, p<.01)

Results showed that providing basic allowances to teachers had a positive significant relationship with performance of government aided primary schools teachers in Isingiro district, Uganda. The findings are consistent with qualitative findings from the district officials DO1, DO2 and DO3,

who reported that allowances could make teachers organize remedial lessons, set and mark tests, attend staff meetings more regularly and organize more guidance and counseling meetings with the pupils. According to the DO1, allowances have a positive effect on teachers' productivity. The district official DO2 also had the same view as the official DO1 as regards the effect of allowances on teachers' performance in government aided primary schools. The qualitative findings are supported by Ikenyiri and Ihua-Maduenyi (2011) who posits that transport allowance was a strong predictor for teacher effectiveness in class in Nigeria.

The Ministry of Education & Sports in its report (2013) revealed that appointed teachers are entitled to several allowances such as: Hardship allowances, travel allowances and others. Hardship allowances of 30% of the basic monthly salary given to teachers in hard to reach areas. 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. Extra duty allowances in form of acting allowances, duty allowance, and honoraria, sitting allowances normally paid during staff meetings and over time allowances. The present research has established that teachers in government aided primary schools in Isingiro district do not receive such allowances.

As district official DO1 stated, there are no allowances for marking tests and remedial lessons. Our parents are opposed to the issue of allowances arguing that the government has told them that primary education is free (District official DO1 Isingiro January, 2022). Findings further show that teachers in government aided primary schools in Isingiro district in Uganda do not receive allowances for discipline, counseling and guidance, staff meetings, remedial lessons and marking tests. The findings are similar to findings by Lyimo (2014) who established that teachers in secondary schools in Moshi district in Tanzania were not receiving their allowances and this had negatively affected their living conditions and motivation. This means that basic allowances has an effect on teachers and schools' performance in Isingiro district and this in turn affect performance of government aided primary schools' in Isingiro district, Uganda.

The school environment was found to have a positive significant relationship with performance of government aided primary schools' in Isingiro district, Uganda (r=.448, p<.01)

It was further revealed that the school environment had positive significant relationship with performance of government aided primary schools in Isingiro district, Uganda. The findings are consistent with findings by Ntho and Lesotho council of NGOs (2013) that revealed that many schools in Lesotho were not attractive and had inadequate furniture, water and sanitation facilities and were overcrowded, leading to irregular attendance by learners. This implies that a more safe secure and protective school environment is key in both teachers' and pupils' performance in government aided primary schools in Isingiro district, Uganda. The findings in this study indicated that most schools in Isingiro district did not have adequate toilets for both pupils and teachers and staff rooms. Some schools were also dilapidated with cracked walls, floors and bad blackboards. This accounts for the current poor performance in government aided primary schools in Isingiro district, Uganda.

The findings in the study are supported by Adeyemi (2008) who found a significant relationship between organizational climate and teacher job performance and he argues that a favorable school climate (environment) enhances better job performance among teachers. He posits that regular

teacher supervision and provision of necessary facilities and resources in school leads to better performance for both learners and the teachers.

When asked to comment about quality of facilities in schools, the district official DO1 said, *“Overall, facilities in our schools are still not enough and you cannot start by addressing the issue of quality before addressing the issue of availability. Generally, the quality is not the best for both teachers and pupils. Most schools do not have enough latrines, sports grounds, and staffrooms with chairs, recreation facilities and classroom with enough sits. Some schools do not have cemented classrooms, but these are few. The classes also need repairs. All these issues affect both teachers and pupils’ performance and in turn affect schools performance.”*

The views of the official DO1 were not different from those of the DO2 and DO3. In this study it can be concluded that the school environment have a positive significant relationship with performance of government aided primary schools’ in Isingiro district, Uganda.

Human capital has positive significant effect on the performance of government aided primary schools in Isingiro district, Uganda($r=.385, p<.01$),

Employees who invest in education and training will raise their skill level and be more productive than those less skilled, and so can justify higher earnings as a result of their investment in human capital. This has been central in explaining individual earnings differences (Nerdrum & Erikson, 2001). In this study sub constructs such as qualification of teachers, attitude of teachers towards teaching, training of teachers, promotions of teachers after training, satisfaction of teachers at work, leadership styles of head teachers, effectiveness of school management committee members and involvement of teachers in decision making at schools were key issues the study wanted to address in relation to performance of government aided primary schools in Isingiro district, Uganda. The official DO1 said that all the teachers in our schools are trained as professional teachers though majority are grade III certificate holders. Many of those who have got Diplomas and higher qualifications have not been considered for promotions and salary increments and this discourages many for upgrading and other trainings as professionals (District official DO1 Isingiro January, 2022)

The views of the officials’ DO1 and DO2 were similar to those of DO3. They agreed that many teachers who upgraded have not benefited from the promotions and salary increments. Majority of the teachers have grade III certificates and don’t mind about teacher training workshops that are organized for staff development office at the district, more especially when no allowances are paid. This poor attitude and lack of training makes their work quite difficult when it comes to teaching and professionalism on side of teachers and this has a direct effect on their work as instructors of knowledge and hence poor performance in schools.

Asked if School Management Committee (SMC) members were doing their work properly, the official DO1 remarked that the majority of these committees are doing their work fairly, though many have limited education where some are primary school leavers and few of them with secondary or certificate level. This is a big problem with the management standards of our schools (District official DO1 Isingiro January, 2022). The official DO3 further remarked that in most of our schools, SMC members are not helping the head teachers to organise our schools using proper managerial styles of leadership. This is due to the fact that many SMC members have no experience in management and with low levels of education (District official DO3 Isingiro January, 2022)

Implication of the Study

This significant positive relationship among these variables can lead to the different implications which should be considered; teachers' welfare and human capital issues at school will generate job satisfaction which also leads to the effective and efficient performance of the government aided primary schools. Therefore, it is recommended that for the education system to be improved we definitely require to build any possible mechanism or technique to train, educate and motivate the teachers. The teaching profession which is not a highly rewarding job is not seen as satisfactory as other occupations and hence leads to poor performance in most of the schools in Isingiro district. Therefore, a teacher's accommodation, meals, allowances, medical care and school facilities reform policies is recommended for the teaching staff in government aided primary schools especially in Isingiro district, Uganda.

In this study, provision of refresher courses, workshops and professional skills should be availed to teachers. This will increase their productivity at places of work. So, well-looked after teacher will be satisfied with their jobs and that will increase their performance of the schools. Teachers' well-being is perceived to be part of the reward system of a school. So a well-motivated teacher will be satisfied with the jobs. The teaching profession which is not a highly rewarding job is not seen as satisfactory as other occupations and hence leads to poor performance in most of the schools in Isingiro district. Therefore, all these factors above should be catered for by making reform policies to address the issues in the government aided primary schools in Isingiro district, Uganda.

Finally, the conducive working environment for teachers should be catered for in order to motivate the teaching staff which will create better school performance. Improved school environment; recruit more teachers, construct more classrooms and introduce recreation facilities for pupils to play from. Schools need the construction of the necessary facilitation and the management's cooperation to help build job satisfaction in the staff of the organization which will positively affect its performance.

Conclusion

This study focused on the fact that, lack of motivation, knowledge and training would lead to dissatisfied and uncommitted teachers with less skills and knowledge, who may have higher rates of turnover, absenteeism, and withdrawal behaviors in schools. The most important thing that school leaders can do is, to raise employee satisfaction and focus on the intrinsic parts of the job, such as making the work challenging and interesting. In the view of the researcher, although paying employees poorly will likely not attract high-quality teachers to the schools or keep high performers, managers should realize that high pay alone is unlikely to create a satisfying work environment. Therefore managers should regulate paying the workers' according to the standard of living conditions and may be create more training, knowledge acquisition and skills to improve the teachers productivity in the schools.

In conclusion this study is expected to contribute to the vast knowledge that social research scientists study about in particular the education sector which really requires important revisions and reforms in terms of teacher motivation, human capital and schools' performance because in this study it was found that there is significant relationship between teachers' welfare, human capital and performance of government aided primary schools in Isingiro district, Uganda and this

can further be applied to make some improvements in the quality of education sector in other parts of Uganda.

Recommendations

The recommendations were presented as follows;

[1] To better government aided primary schools' performance, it is recommended that education policy makers, implementers and managers pay much attention to the provision of teachers' housing in Isingiro district, Uganda

[2] It is recommended that further studies be done on the effect of housing on schools' performance in both governments aided primary and private primary schools since the current research was restricted to government aided primary schools in Isingiro district, Uganda.

[3] To better government aided primary schools' performance, it is recommended that education policy makers, implementers and managers pay much attention to the provision of teachers' with meals at school in Isingiro district, Uganda in order to address issues of teachers leaving school premises in search of meals.

[4] The Ministry of Education, Sports, Science and Technology should have a feeding policy for teachers in government aided primary schools since they are required to be at school by 7:30 am up to 5:00pm during the school term from Monday to Friday yet there is no clear mechanism to address their feeding needs while at school. There should be food support systems for teachers in government aided primary schools in Isingiro district, Uganda.

[5] A similar study is recommended on the effect of provision of meals at school on schools' performance in both government aided and private primary schools since the current research was restricted to government aided primary schools in Isingiro district, Uganda.

[6] is recommended that the government through the Ministry of Education, Sports, Science and Technology employs a nurse for every government aided primary school in Isingiro district, Uganda to attend to medical care concerns of the pupils' and teachers while at school.

[7] It is recommended that further studies be done on the effect of medical care provision on schools' performance in both government aided and private primary schools since the current research was restricted to government aided primary schools in Isingiro district, Uganda.

[8] It is further recommended that more research should be conducted on the relationship and influence of financial or other forms of rewards on schools' performance using many private and government aided primary schools which will be a handy tool that could be used to provide solutions to individual conflict that has resulted from poor reward systems in schools. (Muogbo, 2013)

[9] It is recommended that head teachers, School Management Committee (SMC) members should pay teachers in government aided primary schools in Isingiro district, Uganda allowances for disciplinary committee work, for guidance and counseling, staff meetings, marking tests and remedial lessons.

[10] To increase schools' performance, it is recommended that education policy makers, implementers and managers pay much attention to the school environment in which teachers work in government aided primary schools in Isingiro district, Uganda.

[11] It is recommended that District Education officer, Inspector and schools based managers' plan for and provide for government aided primary schools teachers with staffrooms, sports grounds and enough sitting facilities to enhance their performance as educators

[12] A similar study is recommended on the effect of the school environment on schools' performance in both governments aided and private primary schools in other parts of the country since the current research was restricted to government aided primary schools in Isingiro district, Uganda.

[13] To increase schools' performance, it is recommended that education policy makers, implementers and managers pay much attention to human capital development in government aided primary schools in Isingiro district, Uganda. This will harmonize all the management issues that may affect government aided primary schools' performance; this should be in line with enhancing knowledge and skills for productivity. USAID will also invest in selected areas of education beyond basic professional education, including focused efforts in workforce development and in higher education. (USAID, 2005, p. 7)

[14] It is recommended that teachers are encouraged to upgrade beyond grade III certificates and plan a head for better opportunities in education sector. This is because majority of the teachers in government aided primary schools in Isingiro district, Uganda had grade III certificate.

[15] It is recommended that minimum qualification should be set for SMC members. This will minimise the understanding gap between the teachers, head teachers and management committee members in these schools. Since majority of SMC members in government aided primary schools in Isingiro district, Uganda were primary school leavers or no properly known level of education.

[16] Due to changes in technology and management systems or practices, there is need for all educational managers to study the new management practices that suit both situations and their employees. This is true as every moment of time, employees and employers adjust to new life styles with different expectations. This will harmonize the leadership style in the schools and hence good performance.

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